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ABSTRACT

This packet contains handouts for training school and community personnel to implement Project STEPS (Sequenced Transition to Education in the Public Schools), an interagency program to facilitate transition of young children with disabilities. A sample agenda for a 3-day training session is provided. Handouts are organized into the eight modules of the program which cover: (1) an overview of the STEPs model and transition systems development process; (2) the local team and effective team meetings; (3) the STEPS Model components; (4) transition system development process; (5) using the Helpful Entry Level Skills Checklist; (6) legal requirements; and (8) supplemental materials. Provision for inclusion of state-specific information is also made. (DB)

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ED 423 627

Project STEPS

Sequenced Transition to Education in the Public Schools

Developing A Community Wide Transition System Using the STEPS Model

Training Module Handouts

EC 305969

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Project STEPS
Developing A Community Wide Transition System

Training Objectives

Participants will:

- *be provided with opportunities to build their capacity to work as a team;*
- *assess the transition needs of their community;*
- *be given an opportunity to discuss current barriers to effective transitions;*
- *be given information on strategies to facilitate transition for administrators, staff, families, and children;*
- *be provided with information and materials that can be used in planning for the development of a community wide system for transition;*
- *understand the four STEPS model components and how they are integrated into community wide transition system design.*

Agenda

Day 1

8:30	Registration
9:00	Introduction/Training Agenda Overview
9:30	The Transition System Development Process (Module 1)
11:30	**Lunch**
1:00	Team Building/Effective Meetings (Module 2)
3:00	Break
3:15	Assessment of Current Transition Practices (Module 3, Section 1)
4:30	Adjourn

Day 2

8:30	Administrative and Interagency Issues (Module 3, Section 2)
10:00	Break
10:15	Administrative Planning
11:45	**Lunch**
1:00	Staff Involvement Issues & Planning (Module 3, Section 3)
2:15	Break
2:30	Family Involvement Issues & Planning (Module 3, Section 4)
3:45	Child Preparation for the Next Environment Issues & Planning (Module 3, Section 5)
5:00	Adjourn

Day 3

8:30	Overview of Priority Setting (Module 4)
9:00	Prioritization Activity
9:15	Overview of System Planning Process
10:45	Transition Break
11:00	System Development Planning in Teams and Lunch Break
2:00	Team Reports
2:30	Wrap-Up, Evaluation & Adjourn
2:45	Administering the Helpful Entry Level Skills Checklist (Module 5) - OPTIONAL
4:15	Optional Training Wrap-Up, Evaluation & Adjourn

Project STEPS

Sequenced Transition to Education in the Public Schools

Developing A Community Wide Transition System Using the STEPS Model

Training Module Handouts

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Module 1

Handouts

Transition Overview

What is Transition?

Transition involves a process of movement or change from one environment to another. This movement or change in programs or services brings new opportunities and challenges for staff, families and children.

Types of Transitions

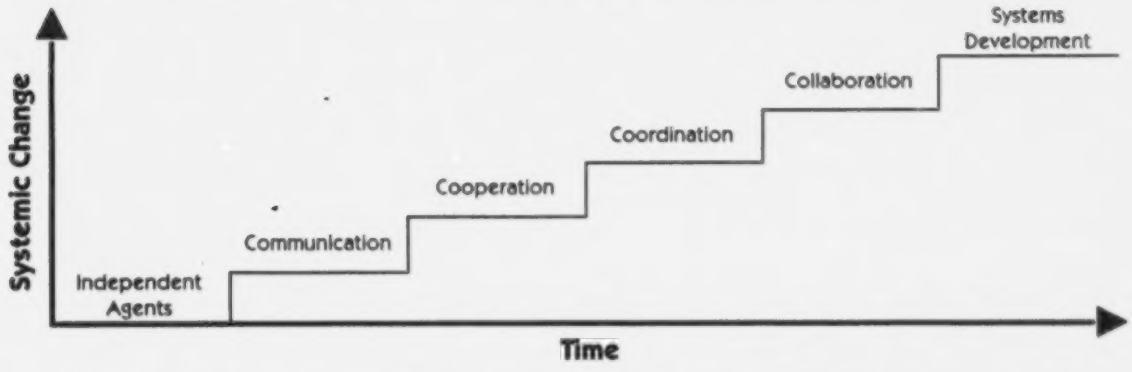
For children and families in early childhood programs there are a variety of changes which may occur. These include the following.

1. Changes in programs, including moving from:
   - the hospital to the home environment;
   - an early intervention program to a preschool program;
   - a home-based program to a center based program;
   - a preschool program to a school age program; and
   - a private program or agency to a public program or agency.
2. Changes in the curriculum style and structure between programs, classrooms and teachers or therapists.
3. Changes in the program, classroom or therapeutic philosophy.
4. Changes in teachers and staff.

Key Elements Which Make Transitions More Effective

Effective transitions involve the establishment of a systematic process for ensuring that children and families move between and among various agencies and programs. This process involves the establishment of collaborative relationships with other agencies in the community, negotiation of key issues and procedures and formalization of agreements.

The key to collaboration lies in understanding what it is and what it is not. There is a continuum of "relationships" we can have with other agencies in the community. The higher up on the continuum we go, the more time we must invest in the relationship, yet the more successful the outcome for families and children. This continuum can be presented as follows:



When we collaborate we must make decisions together about the activities, policies and procedures we will be using to address transition.

Key Issue to Remember

Transition involves an interagency system that assesses the transition needs of the whole community, while ensuring through interagency policies and procedure development the successful movement of children and families between and among agencies.

Thinking About Transition in a New Way

Every agency that serves young children with disabilities has faced issues related to the movement of the child and family from the current agency to a new agency. As the number and type of agencies that provide services changes and grows based on the new entitlement programs, changes in regulations, and new state level planning, it is time to begin thinking about transition in a new way. Traditionally, many providers have thought of transition as a series of events that prepare children and families. We must, however, begin to think of transition in the context of a system. This system involves community agencies working together to develop a vision for transition and to plan transition services that are congruent across service providers within the community.

Principles that guide transition system development include:

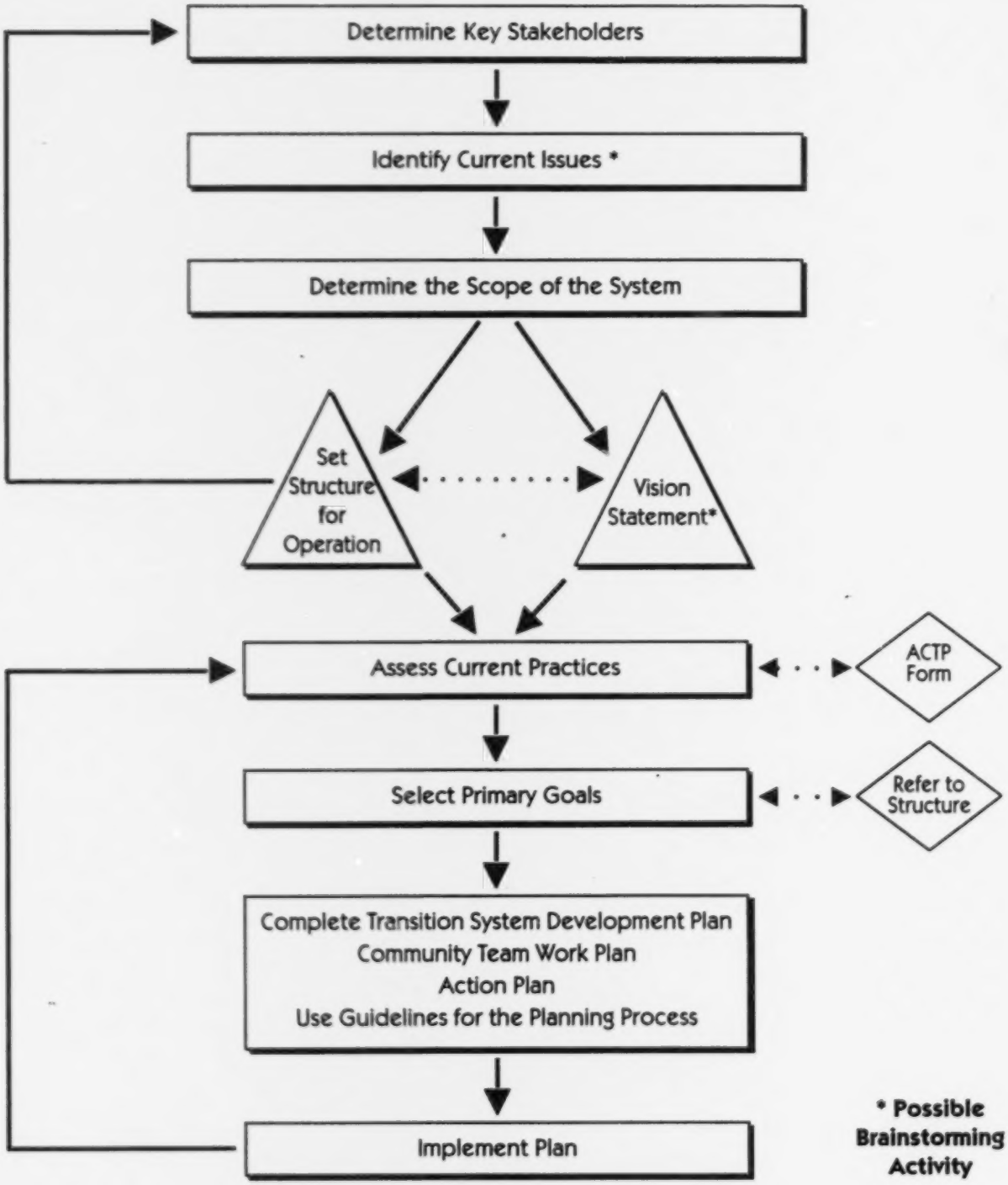
1. Letting the vision drive the system rather than having a preoccupation with legal requirements.
2. Building a transition system that integrates with existing structures and systems.
3. Keeping it simple. The system should be comprehensive and effective, yet not necessarily elaborate.
4. Understanding that resolving "old" needs and problems may create new ones.

When transition system development begins, there are several key issues to remember:

1. Transition involves process.
2. Strategies to promote interagency collaboration are essential.
3. Strategies that support and promote change must be included.
4. Systems should be responsive to the community vision and the current reality of the agencies.
5. Agreement is an outcome of collaboration.
6. Stakeholder involvement (staff, families) is critical to successful system development.
7. Development of systems requires time and commitment.
8. Mechanisms for training and technical assistance related to the new system are essential.
9. Monitoring and evaluation of the system should be conducted on a regular basis.
10. There are various approaches to system design work. There is not one "right way."
11. There needs to be a written plan to make systems development a reality.

Rous, 1993

Developing a Community Wide Transition System Using the STEPS Model



*** Possible Brainstorming Activity**

Rous, 1995

Creating A shared Vision

This section is designed to assist the interagency stakeholder group in establishing a vision shared by the varied participants in the transition system. This includes a process for defining the "big picture" through identification of the characteristics of the transition system that "we" collectively want to establish related to the varied audiences the system will serve (i.e., children, families, direct instructional/intervention staff and administrative staff/entities)? Once established, this vision should become the cornerstone for decision making across all aspects of transition.

Recommended steps in creating a shared vision include:

1. Use the worksheet on the next page to answer the following question. What characteristics should the transition system have related to the varied audiences the system will serve (i.e., children, families, direct instructional/intervention staff and administrative staff/entities)?

2. Incorporating critical elements of these characteristics, draft a vision statement in the space below.

Shared Vision for an Effective Transition System:

Taken from: Project STEPS Facilitation Packet, page 12

Characteristics of Transition System

Audience	Desired Characteristics
Children	
Families	
Direct Instructional/Intervention Staff	
Administrative Staff/Entities	

Taken from: Project STEPS Facilitation Packet, page 14

Assessment of Current Transition Practices and Transition System Development Plan

COMMUNITY: _____ DATE: _____

TEAM MEMBERS AND AGENCY REPRESENTED

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

TEAM CONTACT

NAME: _____ AGENCY: _____

ADDRESS: _____

CITY: _____ STATE: _____ ZIP: _____

PHONE: _____ FAX: _____ E-MAIL: _____

TRANSITION SCOPE/DEFINITION:

COMMUNITY VISION STATEMENT:

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Module 2

Handouts

Developing an Administrative Structure

Establish a Viable Administrative Structure for the Development, Implementation and Evaluation of a Community Wide Transition System

OBJECTIVE

Resources to Use:

Facilitation Packet pages 8-10

Identify key stakeholder agencies in the transition process.

SPECIFIC STEPS AND ACTIVITIES

1. Identify agencies to be involved in the process based on the scope and vision of the system.
   a) Identify staff within agencies to be involved and determine their role in the system design.
   b) Determine how families will be involved in the system development process.
2. Determine the interest and needs of key stakeholders' agencies as they relate to transition.
3. Identify a regularly scheduled time for meetings as an interagency group.
   a) Plan meetings times, dates and locations when they are most convenient to the majority of team members (it is usually impossible to meet all team members needs).
   b) Schedule meetings at least 6 months to 1 year in advance (i.e., 3rd Tuesday of every month) so members can adjust their calendars.
4. Establish goals for the upcoming year.
   a) Set goals based on the results of barrier identification and needs identified by participating agencies.
5. Establish an intra-agency structure for transition.
   a) Determine which staff within the agency should be informed of the work of the interagency transition work team.
   b) Identify a mechanism for informing key agency staff of goals, activities and roles in transition system development as determined by the interagency transition team.

Effective Teams

Effective teams demonstrate the following characteristics:

Structure

The team has the appropriate structure in place to complete the goals and objectives as defined by the team. These include the specific roles of the team members, the leadership structure, and decision making techniques.

Discipline

The team follows specific groundrules as decided by the team.

Challenge

Team members feel free to openly challenge the opinions and points of view of other members. This conflict leads to better ideas and decisions by the group.

Synergy

The team makes better decisions as a result of the team process than individual members could make by themselves.

Understanding

The team strives to learn ways to increase the collaborative efforts of the team and to have a better understanding of individual perspectives.

Methodology

The team has developed specific procedures and strategies for problem solving and decision making.

Goals

The team has developed a vision that assists them in working toward a common set of goals and objectives.

Output

The team has the ability to make decisions that will be acted upon by others in their agencies.

Support

Team members are supportive of each other and have the support needed by their agencies to accomplish the task(s) as defined.

Fulfillment

Team members have their individual needs and agency needs met through involvement in the team.

Adapted from Francis & Young, 1992

Essential Components of Effective Teamwork

For teamwork to be effective:

1. The team must develop shared goals and objectives. These goals should be based on the team's vision.

2. The team must have clearly defined roles. Each team should have a designated chair or facilitator, recorder, etc.

3. Team meetings and activities should be consistently attended by all team members. All team members should be given the opportunity to be actively involved.

4. There should be open communication between team members. Although this is difficult during the beginning stages of team development, effective communication should increase over time.

5. The team should have the authority to make decisions about issues and activities related to the goals and objectives of the team.

6. The team must pay close attention to the process of the team meetings and activities as well as the content of the meetings.

7. Team members must be able to trust each other.

8. Team members must respect each other.

9. Team members should develop a specific method for handling problems and conflicts that arise as part of the team process.

Team Development Stages

STAGE 1 - Questioning

Team members try to identify their roles and the purpose of the group.

STAGE 2 - Determining Structure

Team must decide:

- Control
- Group Roles
- Authority
- Groundrules

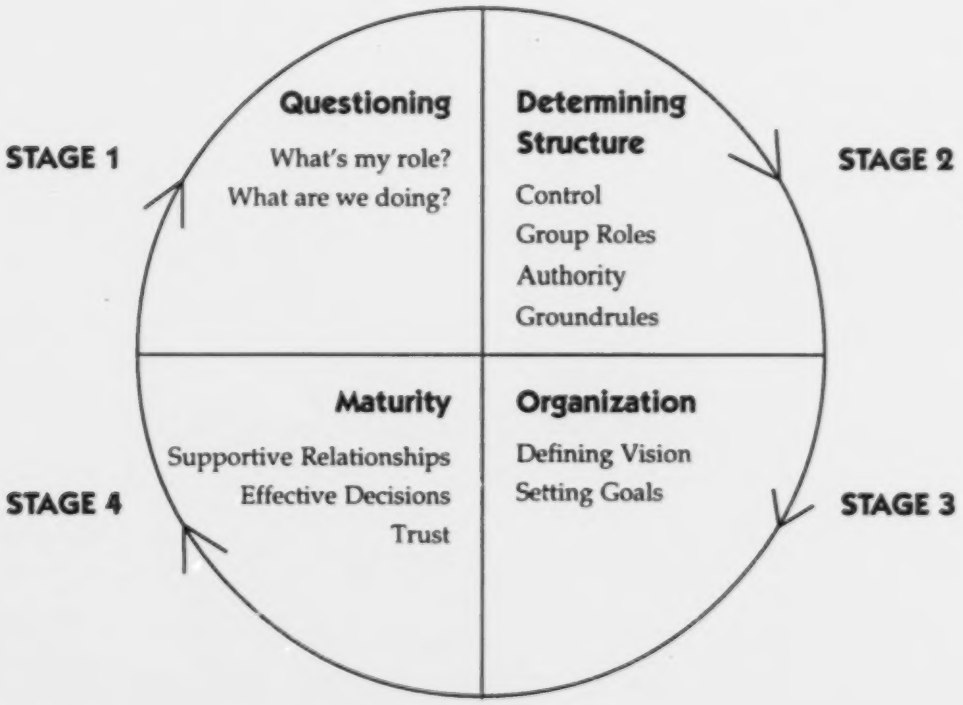
STAGE 3 - Organization

The team begins effectively setting goals and objectives.

STAGE 4 - Maturity

The team makes effective and efficient decisions, demonstrates trust and shows support to other team members.

Adapted from Francis & Young 1992



Adapted from Francis & Young, 1992; Hansen & Marburger, 1989

Developing an Interagency Structure

1. What type of structure for operation and participation will be used?

   Considerations:

   Consider transition activities to be addressed and local preferences, resources and needs, keeping in mind two simple principles: "form follows function" and stakeholders are created through active participation. For example, it may be appropriate to include key decision makers from involved agencies and family members in transition system design. Once parameters are set, this group can assume an advisory and/or policy approval capacity. Transition committee membership may then be altered to include those agency representatives who have direct day-to-day responsibility for transition operation. An alternate model would be to have a basic committee responsible for the overall transition process with special committees established to develop a specific product or activity (e.g. interagency agreement, staff inservice program, curriculum, etc.) or oversee a particular component (e.g. staff development, family involvement, child preparation).

2. What authority will the committee have to make transition decisions and how will this authority be established?

3. What steps will be taken to determine the extent to which agency representatives are authorized to participate in and make decisions affecting their agencies?

4. What type of interagency decision making process will be used? It is crucial that the process be responsive to the decision making process of member agencies' chains of command as well as to interagency needs?

5. What provisions will be made for complaint resolution and problem solving (whether internal, external or initiated by families, staff or agencies)?

6. What will be the committee authority and role clarification in relation to interagency funding issues for:

   a. Child and family need:
      1. eligibility determination of child and/or family for various funding sources

      2. coordination of funds to facilitate unique interagency placements

   b. Transition system administration (e.g. pooling of resources for parent training, staff development, printing forms, etc.)

7. How will the committee address logistics such as a regular meeting date, time and location?
(It is recommended that the committee rotate locations to promote cross program visitation and committee ownership.)

8. How will leadership issues be addressed in relation to leadership structure (e.g. chair, recorder, etc.), leadership election, rotation schedule and role clarification?

9. What opportunities will be provided for participants to get to know each other as individuals?
(Building of people-to-people relationships can have a major positive impact on interagency relationships.)

10. What strategies will be developed to address basic standards for effective meetings? These include having clear and purposeful agendas, minutes and adherence to starting and ending times.

11. What criteria and/or processes will be used for setting priorities to be addressed by the interagency committee?

Considerations include:

a. Where there is most agreement so that interagency success can be the basis for approaching more difficult areas where there may be greater potential for disagreement

b. Where the need is most urgent due to legal, funding or local considerations

c. Which are most basic to the process and on which other procedures ultimately are based

d. That require the least expenditure of time and funds to implement

e. That require the least disruption to current practice and thereby will be more easily accepted and create a greater openness to subsequent changes

12. What method will be used through which transition policies and procedures will be:

A. <u>Put in writing:</u>

State Requirements

Interagency Agreement

Participating Agencies Policies and Procedures

Staff Job Descriptions

Common Forms

B. Communication to:

Participating Agencies

Staff

Families

C. Implemented (plan and schedule)

D. Monitored and Evaluated

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Taken from: Facilitation Packet, pages 20-25

Holding Effective Meetings

Before the Meeting

1. Determine the purpose, location, time and length of the meeting.
2. Prepare copies of the agenda and other handouts.
3. Designate roles
    a. Chair or facilitator
    b. Recorder
    c. Time keeper
    d. Someone to type/mail minutes
4. Gather the necessary materials
    a. Flip chart
    b. Handouts
    c. Markers/tape
    d. Name tags/place markers
    e. Refreshments

The Meeting Environment

Room Setup

1. Set up space for visibility.
2. Provide sufficient work space.
3. Minimize distractions.

Recording Ideas

1. Use a flip chart to:
    a. Display group decisions
    b. Minimize off task discussions
    c. Help reach consensus
    d. Serve as group notes for later minutes
    e. Evaluate the progress of the group toward a goal
2. Recording techniques:
    a. Summarize points or discussions from the group
    b. Check with the speaker(s) to verify content
    c. Use bullets or colors to denote changes in topics
    d. Number the charts so they may be transcribed into minutes

During the Meeting

1. Start on time.
2. Begin with introductions and a clarification of the roles (i.e., chair).
3. Provide an overview of the agenda for the meeting.
4. Set time limits for each area of discussion, if applicable.
5. Discuss topics on the agenda using the following format:
   a. Present the topic for discussion
   b. Review past activities related to the topic
   c. Discuss the topic
   d. Make decisions

   * *This step should be repeated until all topics are covered.*
6. Review all decisions made during the meeting.
7. State the next steps the team needs to take, including:
   a. Set topics and date for the next meeting
   b. Develop the agenda
   c. Set the time and location

   **If roles are to change every meeting, new roles should be decided at the end of the meeting.*
8. End on time.

Brainstorming

Steps to Conducting a Brainstorming Session

1. Narrow the topic for the brainstorming session by stating the specific problem or issue to be discussed. It is important the topic be clearly defined, or the ideas generated will not be useful.

2. Set the time the brainstorming session will continue. Time limits for brainstorming can be any length, but the length of time should be related to the complexity of the issue.

3. Designate a time keeper and recorder for the session. If there is a large group and many ideas are likely to be generated, two recorders may be necessary.

4. Begin and end the session.

5. Clarify the ideas that have been generate. Ideas that are similar should be consolidated so the list is more manageable.

6. Determine the feasibility of the ideas generated. Ideas that are too costly, time consuming or require resources that are not readily available can be crossed off the list.

7. Make decisions on ideas that are feasible and should be further discussed or researched.

Brainstorming Rules and Guidelines

It is sometimes helpful to develop rules or guidelines for brainstorming sessions prior to the actual session. Examples of brainstorming rules include:

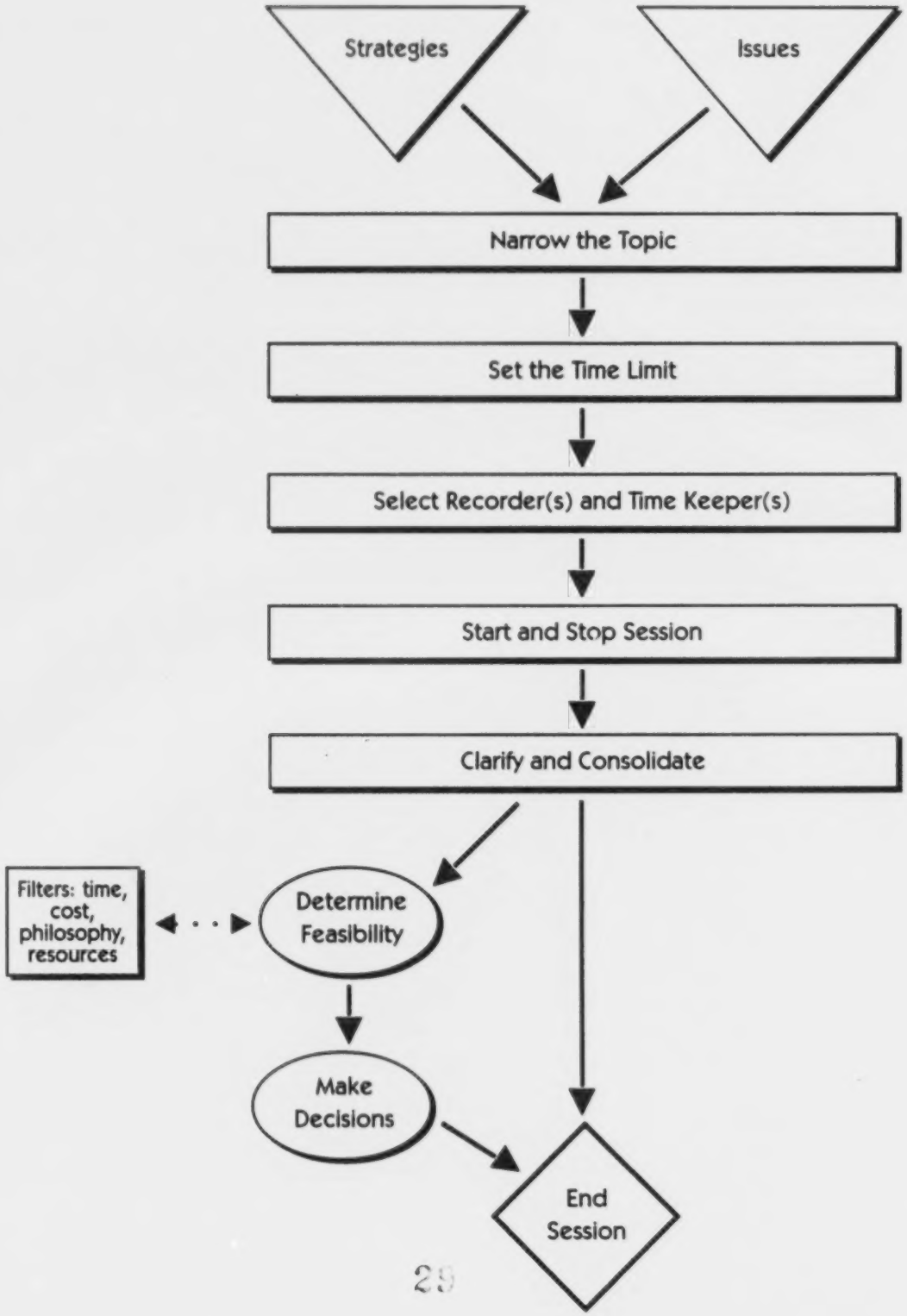
1. There should be no criticism of ideas generated.

2. All ideas should be encouraged and built upon during the session.

3. The object of a brainstorming session is quantity not quality. Time will be taken later to look at feasibility.

4. Continue until the time keeper calls time. Some of the best ideas are generated toward the end of a session.

Brainstorming



Discussions

Much of the time we spend in meetings is used to discuss issues of common concern for the team. There are several steps we can take to make this discussion time more productive. Ground rules that lead to efficient and effective discussions include the following:

1. All team members should come to meetings with the necessary materials needed based on the agenda for that day. If team members do their homework and/or read the minutes in advance, meeting time is better spent and the meeting itself is more effective.

2. All team members should listen to each other. Preoccupation and disruptions lead to ineffective decisions by the group.

3. All team members should make an effort to be actively involved in discussions of the group.

4. Team members should respect differing opinions and points of view from their fellow team members. Lack of diversity causes teams to become static in their activities.

5. If you as a team member have a different idea or point of view, say it.

6. Never argue information that can be verified with a phone call or by looking up the answer. This wastes valuable time.

Decision Making

There are a number of ways teams can make decisions on the type of activity or strategy to be implemented by the team. While some decision making techniques are more effective than others, the team must decide the decision making technique that will be implemented most often by the team. However, it is important to remember that the strategies and activities most effectively implemented are those in which all parties agree.

Default Decisions

There are two types of default decisions. The first type includes a situation in which only one decision is the "right" decision. This can be the result of finances, resources, personnel or other factors. The second type of default decision is for the team to make no decision at all. This may be appropriate based on specific circumstances that make deciding on a course of action inappropriate at the time.

Authority Decisions

Authority decisions are made by a person within the team delegated to make specific decisions. The person usually delegated is a chairperson or facilitator of the group.

Clique Decisions

Clique decisions are made by a few individuals within the team. These individuals are sometimes referred to as "power brokers" or are individuals who have met aside from the group to design a course of action and try to impose their views on the remaining team members.

Majority Decisions

Majority decisions are arrived at through voting. These decisions are best used when the decision does not need the "buy in" from all team members.

Consensus

Consensus decisions are made after the team has fully discussed all possible alternatives and the team as a whole believes that the course of action is appropriate. This type of decision making technique is the most appropriate when it is important for all team members to be committed to the action or activity to be implemented.

Assessment of Current Transition Practices and Transition System Development Plan

Administrative Structure ACTIVITIES	NEGOTIATED AND FORMALIZED			TIMELINES				ACTIVITY LEADER
				Proposed		Actual		
Facilitation Packet (pp. 20-22)	No	In Process	Yes	Initiate	Complete	Initiate	Complete	
1. Structure for operation and participation								
2. Authority of committee to make transition decisions - policy and procedures								
3. Authority of individuals to make agency decisions								
4. Decision making processes and groundrules								
5. Complaint and problem solving methods								
6. Authority of committee to make funding decisions - administration and services								
7. Meeting logistics (time, date, location)								
8. Committee leadership structure a. leadership positions and responsibilities								
b. rotation of leadership positions								
9. Team building opportunities								
10. Effective meeting strategies a. meeting structure (agenda)								
b. brainstorming groundrules								
c. discussion and meeting groundrules								
c. recording techniques (minutes)								
11. Setting priorities								

Module 3

Section 1 Handouts

Assessment of Current Transition Practices and Transition System Development Plan

CURRENT STATUS			**Administrative** ACTIVITIES	CHOSEN FOR IMPLEMENTATION		TIMELINES				ACTIVITY LEADER
						Proposed		Actual		
* In Place	** Partial	Not In Place		Yes	No	Initiate	Complete	Initiate	Complete	
			1. Identify agencies and services available within the community.							
			2. Identify a single contact person within each agency.							
			3. Negotiate transition timelines for broad based activities.							
			4. Negotiate procedures and timelines for conducting the IFSP/Transition Conference.							
			5. Negotiate procedures and timelines for the referral process.							
			6. Negotiate procedures and timelines for the evaluation process.							
			7. Negotiate procedures and timelines for planning and conducting the IFSP/IEP and placement meetings.							
			8. Negotiate procedures for follow-up on children in transition.							
			9. Identify staff concerns and needs related to transition.							
			10. Identify family concerns and needs related to transition.							

* **In place** - Formalized by all agencies defined in scope, input from families and working effectively
** **Partial** - Provide information on what is in place

Assessment of Current Transition Practices and Transition System Development Plan

CURRENT STATUS			**Interagency Committee** ACTIVITIES	CHOSEN FOR IMPLEMENTATION		TIMELINES Proposed		TIMELINES Actual		ACTIVITY LEADER
* In Place	** Partial	Not In Place		Yes	No	Initiate	Complete	Initiate	Complete	
			1. Involvement of the Local Interagency Committee (LIC) in transition issues and policy development.							
			2. Involvement of the LIC in transition through: a. transition committee or subcommittee							
			b. standing meeting agenda item							
			3. Include other agencies in the LIC as needed to address specific issues.							

* **In place** - Formalized by all agencies defined in scope, input from families and working effectively
** **Partial** - Provide information on what is in place

Assessment of Current Transition Practices and Transition System Development Plan

CURRENT STATUS			**Staff** ACTIVITIES	CHOSEN FOR IMPLEMENTATION		TIMELINES Proposed		Actual		ACTIVITY LEADER
* In Place	** Partial	Not In Place		Yes	No	Initiate	Complete	Initiate	Complete	
			1. Conduct inservice training for staff on appropriate topics as identified: a. federal, state and local regulations							
			b. receiving and sending agency operation and funding							
			c. options for placement							
			d. staff involvement due process							
			e. staff role in the transition process							
			2. Facilitate communication among sending and receiving agency staff through: a. cross program visitation							
			b. joint inservice training sessions							
			c. videotapes							
			d. follow-up packets							
			3. Outline procedures for staff involvement in the transition conference and other planning meetings.							
			4. Outline procedures for staff involvement in referrals.							
			5. Outline procedures for staff involvement in evaluations.							

Assessment of Current Transition Practices and Transition System Development Plan

CURRENT STATUS			Staff ACTIVITIES	CHOSEN FOR IMPLEMENTATION		TIMELINES Proposed		TIMELINES Actual		ACTIVITY LEADER
* In Place	** Partial	Not In Place		Yes	No	Initiate	Complete	Initiate	Complete	
			6. Outline procedures for staff involvement in the IFSP/IEP development process.							
			7. Outline procedures for staff involvement in follow-up.							
			8. Staff identify and assess skills needed in the next environment using a systematic process.							
			9. Staff use developmentally appropriate strategies to provide instruction on skills identified as needed in the next environment.							

* **In place** - Formalized by all agencies defined in scope, input from families and working effectively
** **Partial** - Provide information on what is in place

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Assessment of Current Transition Practices and Transition System Development Plan

CURRENT STATUS			Family Involvement ACTIVITIES	CHOSEN FOR IMPLEMENTATION		TIMELINES Proposed		Actual		ACTIVITY LEADER
* In Place	** Partial	Not In Place		Yes	No	Initiate	Complete	Initiate	Complete	
			1. Develop options for increasing family awareness of laws and regulations.							
			2. Outline procedures for including families in: a. the transition conference							
			b. awareness of placement options							
			c. the referral process							
			d. the evaluation process							
			e. the IFSP/IEP process							
			f. the placement process (meetings)							
			3. Provide families with a variety of options for gaining knowledge about program options and the transition process. a. group meetings/training sessions							
			b. interagency support groups							
			c. individual assistance							
			d. video tapes and/or web sites							
			e. newsletters							
			f. program visitations							
			g. written information							
			4. Provide information & strategies to assist families in preparing the child.							
			5. Develop procedures for linking families to supplemental services.							

Assessment of Current Transition Practices and Transition System Development Plan

CURRENT STATUS			**Child Preparation** ACTIVITIES	CHOSEN FOR IMPLEMENTATION		TIMELINES Proposed		Actual		ACTIVITY LEADER
* In Place	** Partial	Not In Place		Yes	No	Initiate	Complete	Initiate	Complete	
			1. Develop procedures for systematically identifying the skills children will need when they enter the next educational placement.							
			2. Develop methods for targeting skills and strategies for incorporating them into regular activities in the classroom or program.							
			3. Develop procedures and methods for incorporating a transition plan into the IFSP/IEP or program plan for each child.							
			4. Develop and implement procedures for insuring follow-up on children making the transition.							

* **In place** - Formalized by all agencies defined in scope, input from families and working effectively
** **Partial** - Provide information on what is in place

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Module 3

Section 2 Handouts

Administrative Component

Assuming Responsibility for the Transition Process

OBJECTIVE - A1

Identify agencies and services available within the community.

SPECIFIC STEPS AND ACTIVITIES

1. Identify basic information about each agency which will assist in helping families identify the most appropriate placement for their child.
   a) Identify and develop a product that provides the following information about each agency.
      i) Services provided
      ii) How eligibility is determined (federal and state mandates followed)
      iii) Funding for the agency and fees charged to clients
      iv) The population served by the agency
      v) The program philosophy (full inclusion, activity based, Montessori approach)
   b) Determine which staff need access to the information and develop procedures for using the information.
   c) Determine a process for updating information provided.

OBJECTIVE - A2

Identify a single contact person within each agency who will be responsible for transition.

SPECIFIC STEPS AND ACTIVITIES

1. Determine who staff, families and administrators should contact for specific information on transition activities (it is important to identify a position, not a specific person).
2. Provide all agency staff with information on the specific channels of communication within each agency.

OBJECTIVE - A3

Negotiate and identify transition timelines for broad based activities.

SPECIFIC STEPS AND ACTIVITIES

1. Identify specific agency timelines which should be considered when negotiating specific transition procedures (i.e., waiting lists, registration, staff development calendars).
2. Negotiate a schedule for when goals will be set, monitored and evaluated on an annual basis (i.e., review progress on goals and set new goals every April, or one year from the initial training).

OBJECTIVE - A4

Negotiate procedures and timelines for conducting the IFSP/Transition Conference.

SPECIFIC STEPS AND ACTIVITIES

1. Assess the current status of the transition conferences within the community.
   a) Identify current issues and barriers to effective transition conferences, conduct a problem analysis for each issue identified, and consolidate like issues.
   b) Identify current transition conference timelines and processes and assess to determine their effectiveness.
2. Negotiate and formalize interagency procedures and timelines for conducting the transition conference using the scope and vision outlined by the team as a guide.
   a) General procedures for the IFSP/Transition Conference.
      i) Determine when IFSP/Transition Conference meetings should occur.
      ii) Determine who will participate.
         - how will families be involved in constructing the invitation list
         - who (position) within participating agencies should be invited and how (i.e., written contact, phone call)
         - when invitations should go out
      iii) Determine what the general agenda for transition conferences will be.
   b) Direct line staff roles and responsibilities before, during and after the conference should be negotiated and formalized (therapists, teachers, service coordinators).
   c) Determine family roles and responsibilities during the transition conference.

OBJECTIVE - A5

Negotiate procedures and timelines for conducting the referral process.

SPECIFIC STEPS AND ACTIVITIES

Resources to Use:

Facilitation Packet pages 36-39

1. Assess the current status of the referral process within the community.
   a) Identify current issues and barriers to effective referrals, conduct a problem analysis for each issue identified, and consolidate like issues.
   b) Identify current referral forms and processes and assess to determine their effectiveness.
2. Negotiate and formalize interagency procedures and timelines for the referral process using the scope and vision outlined by the team as a guide.
   a) Determine the need for a pre-screening committee to assist in determining issues related to potential eligibility and placement considerations prior to an official referral. This is especially useful for children where eligibility is questionable based on current development.

OBJECTIVE - A6

Negotiate procedures and timelines for implementing the evaluation process.

SPECIFIC STEPS AND ACTIVITIES

Resources to Use:

Facilitation Packet pages 44 - 48

1. Assess the current status of the evaluation process within the community.
   a) Identify current issues and barriers to effective evaluations, conduct a problem analysis for each issue identified, and consolidate like issues.
   b) Identify current evaluation processes and assess to determine their effectiveness.
2. Negotiate and formalize interagency procedures and timelines for the evaluation process using the scope and vision outlined by the team as a guide.
   a) Procedures for sharing of current evaluation information between agencies.
   b) Responsibilities of agencies and personnel for securing additional evaluation information if needed to determine eligibility.
   c) Procedures for determining and notifying families and interested parties of the location for conducting evaluations.
   d) Procedures for scheduling evaluations and sharing evaluation results.
      i) Who notifies the family and how will they be involved in the evaluation process.
      ii) Who interprets evaluation data for the family and when does the family receive the evaluation information.

OBJECTIVE - A7

Negotiate procedures and timelines for planning and conducting the IFSP/IEP and placement meetings.

SPECIFIC STEPS AND ACTIVITIES

Resources to Use:

Facilitation Packet pages 50 - 57

1. Assess the current status of the IFSP/IEP meeting within the community.
   a) Identify current issues and barriers to effective IFSP/IEP meetings, conduct a problem analysis for each issue identified, and consolidate like issues.
   b) Identify current IFSP/IEP meeting timelines and processes and assess to determine their effectiveness.
2. Negotiate and formalize interagency procedures and timelines for conducting IFSP/IEP meetings using the scope and vision outlined by the team as a guide.
   a) Procedures for the IFSP/IEP meeting.
      i) Procedures for scheduling and conducting IFSP/IEP meetings.
      ii) Determine who (position) within sending agencies should be invited and how and when invitations should go out.
      iii) Identify the roles of sending agency staff during the IFSP/IEP meeting.
      iv) Determine what information should be shared with the family prior to the IFSP/IEP meeting and who is responsible for sharing the information.
      v) Determine what the IFSP/IEP meeting agenda will look like, where families will be placed on the agenda, and what is needed to prepare the family for the IFSP/IEP meeting.

Facilitating Communication Between Agency Staff

OBJECTIVE -A8

Negotiate procedures for ensuring follow-up on children in transition.

SPECIFIC STEPS AND ACTIVITIES

Resources to Use:

Facilitation Packet pages 62 - 65

1. Assess the current status of follow-up activities within the community.
   a) Identify current issues and barriers to effective follow-up, conduct a problem analysis for each issue identified, and consolidate like issues.
   b) Identify current follow-up activities and processes and assess to determine their effectiveness.
2. Negotiate and formalize interagency procedures and timelines for follow-up of children after the transition occurs using the scope and vision outlined by the team as a guide.
   a) Determine the types of follow-up activities needed and when they should occur.

i) Develop a follow-up packet to go with the child from the sending agency.
ii) Encourage communication via telephone calls and meetings before and after the transition process.
iii) Plan joint inservice trainings and workshops.

b) Determine who (position) within participating agencies should be involved and how.

c) Determine the role of families in the follow-up activities.

Maintaining Staff and Family Involvement

OBJECTIVE - A9

Identify staff concerns and needs related to transition.

SPECIFIC STEPS AND ACTIVITIES

Resources to Use:

Facilitation Packet page 68

1. Negotiate and develop procedures and timelines for determining staff concerns and needs using the scope and vision outlined by the team as a guide.
   a) Determine the best method for collaboratively assessing staff concerns and needs on an annual basis.
      i) Develop procedures for staff input into the transition process during development.
      ii) Provide regular communication with staff on the system development process.
   b) Identify areas of consistency between agencies.

OBJECTIVE - A10

Identify family concerns and needs related to transition.

SPECIFIC STEPS AND ACTIVITIES

1. Negotiate and develop procedures and timelines for determining family concerns and needs using the scope and vision outlined by the team as a guide.
   a) Determine the best method for collaboratively assessing family concerns and needs on an annual basis.
   b) Identify areas of consistency between agencies.

Module 3

Section 3 Handouts

Staff Involvement Component

Inservice Training

OBJECTIVE - S1

Plan and conduct joint inservice training for sending and receiving agency staff.

SPECIFIC STEPS AND ACTIVITIES

1. Review staff needs and concerns as determined in Objective A9.
   a) Determine which concerns and needs can be met through inservice training on a joint basis between agencies.
      i) Areas in which staff should receive training include:
         - clear understanding of regulations for their agency and other agencies involved in the transition process
         - receiving and sending agency operation and funding (do we understand what we all do)
         - optional receiving agency programs - helping families understand options for placement when the child is ready to transition
         - staff involvement in due process (referral, evaluation, meetings, placement)
         - staff role in the transition process (getting the child and family ready to move)
      ii) Determine how often trainings need to occur.
         - orientation training for new staff
         - annual updates for returning staff
      iii) Determine how training sessions will be funded on a joint basis.
   b) Determine which concerns and needs can be met through written information and audio/visual materials.

Enhancing Staff Communication Across Agencies

OBJECTIVE - S2

Facilitate communication among sending and receiving agency staff.

SPECIFIC STEPS AND ACTIVITIES

1. Develop a systematic method of cross program visitation.
   a) Develop a schedule of cross program visitation for all staff members.
      i) Sending agency staff visit receiving agency programs in the fall of the year.
      ii) Receiving agency staff visit receiving agency programs in the spring of the year.

b) Develop rationale and mechanisms to obtain support of supervisors in cross program visitation.
c) Develop mechanisms for securing release time for staff.

2. Provide additional opportunities for staff to staff communication.
   a) Joint inservice/training sessions
   b) Joint curricula committees
   c) Sharing of programs and strategies through videotapes and video conferencing
   d) Follow-up packets for children leaving programs

Staff Involvement in Transition Procedures

OBJECTIVE - S3

Outline procedures for staff involvement in the transition conference and other planning meetings as negotiated between agencies in Objective A4.

SPECIFIC STEPS AND ACTIVITIES

1. Provide detailed descriptions of staff responsibilities during the transition conference in job descriptions.
2. Provide staff training on staff responsibilities for the transition conference.
3. Provide written copies of regulations related to the transition conference.

OBJECTIVE - S4

Outline procedures for staff involvement in the referral process as negotiated between agencies in Objective A5.

SPECIFIC STEPS AND ACTIVITIES

1. Provide detailed descriptions of staff responsibilities in the referral process in job descriptions.
2. Provide staff training on staff responsibilities in the referral process.
3. Provide written copies of regulations related to the referral process.

OBJECTIVE - S5

Outline procedures for staff involvement in evaluations as negotiated between agencies in Objective A6.

SPECIFIC STEPS AND ACTIVITIES

1. Provide detailed descriptions of staff responsibilities in evaluations in job descriptions.
2. Provide staff training on staff responsibilities in evaluations.
3. Provide written copies of regulations related to evaluations.

OBJECTIVE - S6

Outline procedures for staff involvement in IFSP and IEP meetings as negotiated between agencies in Objective A7.

SPECIFIC STEPS AND ACTIVITIES

1. Provide detailed descriptions of staff responsibilities in IFSP and IEP meetings in job descriptions.
2. Provide staff training on staff responsibilities in IFSP and IEP meetings.
3. Provide written copies of regulations related to IFSP and IEP meetings.

OBJECTIVE - S7

Outline procedures for staff involvement in follow-up activities as negotiated between agencies in Objective A8.

SPECIFIC STEPS AND ACTIVITIES

1. Provide detailed descriptions of staff responsibilities for follow-up activities in job descriptions.
2. Provide staff training on staff responsibilities for follow-up activities.
3. Provide written copies of regulations related for follow-up activities.

Staff Involvement in Preparing Children for Transition

OBJECTIVE - S8

Staff identify and assess skills needed in the next environment using a systematic process.

SPECIFIC STEPS AND ACTIVITIES

1. Develop a process for sending agency staff to determine social, behavioral and functional skills needed in receiving agency programs.
   a) Assess the current literature on entry level skills.

b) Obtain permission to use previously published checklists and assessments.
c) Develop an entry level skills checklist specific to your community.
d) Develop a format which is easy to administer and understand by professionals, para-professionals and families.

OBJECTIVE - S9

Staff use developmentally appropriate strategies to provide instruction on skills identified as needed in the next environment.

SPECIFIC STEPS AND ACTIVITIES

1. Provide opportunities and supports for the development of instructional strategies and activities to facilitate the acquisition of skills determined important by all agency staff.
   a) Strategies involve changing the supports provided in the classroom to facilitate skill acquisition (i.e., carpet squares).
   b) Activities involve games, centers, songs which provide practice in a skill area (i.e., Follow the Leader).
   c) Adaptations involve changing or adding to the classroom environment to approximate the next environment (i.e., serving snack on trays).

Teacher Observation Guidelines

This form has been designed to assist you in your observation of possible preschool placements. Mark each question as it relates to the specific component indicated.

Program Observed: _____ Date: _____

1. Do staff greet children as they arrive or depart?	YES	NO	N/A
2. Are nutritional snacks provided for the children?	YES	NO	N/A
3. Are child-sized furnishings available? (Feet on floor when seated.)	YES	NO	N/A
4. Are a variety of learning activities available for the children? (For example: art, dress up, books, kitchen/house play, science.)	YES	NO	N/A
5. Is the room clean, attractive and well-organized?	YES	NO	N/A
6. Are materials and activities developmentally appropriate and age-appropriate?	YES	NO	N/A
7. Is room provided for group activities?	YES	NO	N/A
8. Are children given the opportunities to explore and direct their own activities?	YES	NO	N/A
9. Are children well supervised?	YES	NO	N/A
10. Do adults interact with the children at the child's level?	YES	NO	N/A
11. Are children provided with space in which they can be alone?	YES	NO	N/A
12. Are children with disabilities integrated with children without disabilities?	YES	NO	N/A
13. Are modifications provided for children with disabilities for participation in activities?	YES	NO	N/A
14. Is behavior managed through redirective and positive means?	YES	NO	N/A
15. Are materials/toys/equipment accessible to children with and without disabilities?	YES	NO	N/A

Project STEPS, 1991

Transition Activities for Preschool Teachers

Transition planning begins with the first contact a teacher has with the child and family. It is not a one time event, but rather a process that takes place throughout the year. This "pick & choose" list provides preschool teachers with an array of transition activities that can be implemented throughout the year. These activities can strengthen communication and continuity among the family, preschool and the elementary school program. This list is only the beginning. As you help transition children to elementary school, you should add your own creative ideas and share them with others!

Communication

Communication between preschool and elementary school program staff is important not only in developing a shared sense of ideas about the preparation of preschoolers for elementary school, but also in providing information for the receiving program teachers about the social/emotional development and learning styles of the children who will be entering their programs. The following are some communication strategies you might want to use:

- Participate in cross program visitation. For example, preschool teachers may visit the elementary programs in the fall while the elementary school teachers may visit the preschool programs in the spring. This time can be used for observation and interaction with children, with additional time at the end of the day for teachers to exchange information.
- Exchange telephone numbers and best times to contact each other.
- Ask the elementary teachers what information would be most beneficial to them concerning the children, and use that outline to send written summaries (with parent permission). Remember to follow local and state confidentiality procedures.
- If your community does not participate in cross program visitation, videotape activities early in the year. Then in April, provide this tape (with parent knowledge) to the receiving elementary teachers, and offer a follow-up time for discussion.

Transition Skill Assessment and Child Preparation

Important transition skills include social, behavioral and functional skills in the areas of classroom rules, work skills, communication, social skills and self-management. Although the acquisition of these skills is not a requirement for entering the elementary school program, children with these skills and abilities tend to make the adjustment into the new setting more successfully. Following are some strategies for preparing children:

- Assess current skill level and determine skills the child will need in the elementary program (e.g., *Helpful Entry Level Skills Checklist - Revised* by Project STEPS). Include families in the assessment process and give them ideas to use at home.
- If the child has a disability, include transition goals and objectives on the Individualized Education Program Plan (IEP).
- Provide instructional strategies that will facilitate acquisition of these skills within routine daily activities (Project STEPS has an *Instructional Strategies Manual* that gives many ideas).

Collaboration

Collaboration with the receiving program staff and others within the community is essential since transition or movement from preschool to elementary school does not happen in isolation. You all need each other to make the transition smooth for the child and family. Some suggestions are:

- Prepare and offer to loan familiar stories/activities to the elementary staff so that they may use them during the first few weeks of school.

- Collaborate with the school staff to provide visitation opportunities throughout the year (e.g., group tours or visits, lunch time with "lunch buddies," storytime). Facilitate individual visitation by child and family, when appropriate.

- Newsletter possibilities - at the beginning of the year gather some personal information from teachers that could be shared with families. Include one or two pieces in your monthly Newsletter under "The Elementary School Program News and Happenings" section (e.g., Miss Smith has three new kittens at her house). Include the elementary activities, units, etc., in your Preschool Newsletter. Use quotes about the program from students and families who have made the transition to elementary school.

- Copy pictures of the elementary school teachers, principals and support staff (don't forget bus drivers, cooks, etc.). When there is more than one elementary school, separate information and pictures for children to make a "Big School Booklet." Include a section that allows the children to write a story about themselves to their new teacher.

- Collaborate with Family/Parent Resource Centers in your area and the elementary staff to offer joint parent trainings. While modeling a "working together" approach for families, you will benefit from shared child care, transportation and presentation expenses. Some collaboration suggestions include: A survey of parent interest and inclusion of topics related to specific disabilities, parental rights, etc., and provision of "Disability Awareness" workshops (use hands-on opportunities like writing your name looking into a mirror or eating a snack blindfolded). The "Disability Awareness" workshop can be coupled with a speaker from the local school district who can address district procedures and legal information.

- Collaborate with other preschool and elementary staff and Family/Parent Resource Center staff to sponsor a community Early Childhood Art Exhibit. Solicit family involvement to prepare artwork for the display. Families, children and teachers attend the opening with the community.

Family Involvement

Family involvement is essential to children feeling safe and secure about moving on to the elementary school. Some ideas for involving families are:

- Include transition discussions in Parent/Teacher Conferences. Provide parents opportunities to voice concerns and provide encouragement (remember that families transition too, and transition is CHANGE).

- Write personal notes and newsletters to keep families informed about transition happenings or issues.

- Advertise the elementary school Open House and attend with your families. Include it on your calendar as the family outing for the month.

- Offer a variety of resources to families, such as booklets, that provide information about the local school programs and services, transition activities and process, and disabilities. Link families with supplemental services (e.g., ACCESS Guide from Project STEPS) or a local resource guide. Contact your state department of education for resources.

- Check with local/state training or technical assistance agencies about videotapes that would offer parents information about elementary school programs or special education services. The local school district may also have videotapes available about their programs and services.

- Link families with other families who have made the transition (e.g., socials, panel discussions, Family Support meetings, etc.). Collaborate to connect families from early intervention programs, preschools (include Head Start and private programs) and elementary school programs.

Transition Follow-up

The transition process does not stop the minute the child leaves your program. Success for the child, family and the elementary staff will be enhanced by your willingness to follow up. To insure continued success for children and families:

- Prepare a Follow-up Packet for the elementary school staff. Ask the teachers what information would be most helpful to include (e.g., samples of work, transition checklists and requested information). Specific techniques that worked well with a particular child are always helpful.

- Make a follow-up contact with the receiving school teacher 6-8 weeks into the program year to see how things are going, answer questions and offer assistance. Topics of discussion can include behavior modification techniques that you found helpful with a child, materials or activities you could exchange, etc.

Adapted with permission from B. Mullins, 1995

Module 3

Section 4 Handouts

Family Involvement Component

Awareness of Programs

OBJECTIVE - F1

Develop options for increasing family awareness of laws and regulations.

SPECIFIC STEPS AND ACTIVITIES

1. Plan meetings with knowledgeable speakers to discuss the differences in program regulations.
   a) Invite speakers from agency programs to present information about their agency or program and the regulations under which they operate.
2. Develop a list for families of outside agencies to provide information on family rights (Parent Training Centers, Advocacy).
3. Identify and secure written material that explain regulations and rights.
4. Train staff in agencies to use terminology which is consistent with federal and state regulations.

OBJECTIVE - F2

Outline procedures for including families in due process procedures.

SPECIFIC STEPS AND ACTIVITIES

1. Determine appropriate methods and strategies for providing detailed descriptions of family roles and responsibilities:
   a) In the transition conference
   b) Acquiring information about possible programs options
   c) In the referral process
   d) In the evaluation process
   e) During the IFSP/IEP meetings
   f) During the placement process

OBJECTIVE - F3

Provide families with a variety of options for gaining knowledge about program options and the transition process.

SPECIFIC STEPS AND ACTIVITIES

1. Assess the current process to determine which strategies would be appropriate for providing information to families.
2. Develop a multi-option format for information exchange between agencies and families.
   a) Host interagency group meetings to discuss transition activities and timelines.
   b) Host interagency support groups for families.
      i) Rotate meeting locations to provide families with a chance to visit other programs.
   c) Provide individual opportunities for families to discuss specific transition questions.
   d) Develop a series of video-tapes or interactive web sites to showcase other programs parents may be interested in for future placements.
   e) Publish an interagency newsletter which outlines specific transition activities and events and highlights different programs.
   f) Plan a program visitation schedule for families.
   g) Identify and/or develop written descriptions of programs.

Information and Strategies for Addressing Family and Child Needs

OBJECTIVE - F4

Provide information and strategies to assist families in preparing the child for transition.

SPECIFIC STEPS AND ACTIVITIES

1. Develop a process and procedures for how to share information about social, behavioral and functional skills the child will need in the next environment.
   a) Include families in the evaluation process.
   b) Secure family input in prioritizing and targeting skills related to transition.
   c) Provide families with information and strategies for teaching and reinforcing skill development at home.

OBJECTIVE - F5

Develop procedures for linking families to needed supplemental services within the community.

SPECIFIC STEPS AND ACTIVITIES

1. Develop a method (generic resource manual) for information sharing about accessing supplemental services within the community.
   a) Develop procedures for working with families to access supplemental services including.
      i) Encouraging families to assume responsibility for initiating contact when services are needed
      ii) Helping families develop the communication skills needed for effective collaboration with multiple agency personnel.
      iii) Staff guidelines for follow-up with families to ensure services have been received.

Project STEPS Access Manual Sample Page

Purpose

This guide provides information to help families of young children locate services in their home communities. Although this guide was written to help families of preschool and school-age children, most of the information may also be helpful in finding services for adults. This guide makes many references to services in the state of Kentucky, however, it can easily be adapted to other states. Terminology may differ from state to state, but programs are essentially the same.

How to Use This Guide

This guide has been set up on a question and answer format. An effort has been made to list the questions families usually ask when they need help. Various agencies and organizations which can usually be found in local communities are listed along with information about the services they provide. Space has been provided so that the name of the local agency or organization in the community can be written under each question. Names, addresses and phone numbers of local agencies and organizations may be found in your phone book.

Has An Emergency Taken So Much Money That You Cannot Pay All of Your Bills?

The Department for Social Insurance has an emergency assistance program that may be able to help you.

To apply for emergency assistance, call the office nearest your home.

My local phone number is: _____

The agencies listed below may also help you pay bills in an emergency:

American Red Cross _____

Salvation Army _____

Volunteers of America _____

My local church/synagogue _____

When you go to one of these agencies, you may need to take:

- identification
- check stub
- social security card
- medical bills
- employment record
- gas/light/water bills
- rent receipt

SAMPLE PAGE

Parent Report

Full Name: _____ Birthdate: _____

Parent(s): _____ Telephone: _____

Address: _____ Preschool: _____

_____

Strengths: Needs:

What do you want your child to learn next year?

What are your long term goals for your child?

What types of services do you feel you child needs?

Models of Family Linkages
Resulting From Project STEPS

Family involvement is a key factor for the successful transition of young children from one agency to another. Major goals of the STEPS Model are:

1. To increase the ability of families to actively and effectively participate in the educational process of their children.

2. To facilitate early linkage of families to the next educational agency.

Because the needs, interests, desires and/or abilities for involvement vary among families, the STEPS Model incorporates a multi-option family involvement program which provides for a variety of levels of participation. Collaboration between infant/toddler, preschool and public school programs can result in a community-wide program benefiting families as they participate in the transition process. Families have the prerogative of selecting the options they feel will be most beneficial. However, families are encouraged to participate in as many options as feasible.

The following options are made available to families:

Group Meetings/Trainings

A series of family training sessions is planned annually. Sessions are co-hosted by different educational agencies in the community. The topics include: specific handicapping conditions; parent rights under state and federal regulations; IFSP/IEP development; implementation and evaluation; programs available in the local community; and, criteria for placement. Sessions may be held on an interagency or individual agency basis. Additional meetings are scheduled as needed.

Individual Assistance

The child's current teacher is instrumental in explaining to families many aspects of the transition process. This takes place mainly via family conferences. If families generally attend these conferences, this is one option easily available to them.

Since these teachers are directly involved and are a key factor in this option, staff training sessions and materials are available to ensure that teachers understand the transition process and concerns that families may have.

Other agency personnel are also available to families to provide needed counseling and to answer specific questions. Families frequently need help to negotiate the system and to identify those key people who can help them throughout the transition process, including after the transition placement.

Program Summaries

A booklet detailing public school due process, confidentiality, program placement and criteria, the evaluation process, the IFSP/IEP, and registration is available. Another booklet explaining the next educational agency and describing their program is also given to families. Also, State Departments of Education frequently have a variety of resources available at no cost.

Videotapes

A series of videotapes presents educational programs for both special and regular education. These provide families with basic information regarding class size, eligibility criteria, program overviews and a typical schedule. These videotapes are available for families to view either individually or in a group.

Family Support Meetings

Family groups provide families with a support group that can continue once children enter their next educational environment. As they evolve they can include family groups from all involved agencies. This makes available an option for developing a "buddy system."

Written Communication

This may take the form of a newsletter or other regular written communication to inform and remind families about timely transition meetings, issues and timelines.

Transition IFSP/IEP Meetings

Families are encouraged to attend this meeting and any other meetings scheduled by the next educational agency. The receiving agency notifies the families and the sending agency when these are scheduled and provides them with the written reports that will be reviewed at the IFSP/IEP meeting. Sending agency staff meet with the families prior to the IFSP/IEP meeting to discuss findings in these written reports, to solidify family/sending agency recommendations and to answer any questions families may have about the process. Throughout the year, families receive information about the IFSP/IEP process through written summaries, individual assistance and the group trainings. Perhaps the best training ground is designing the sending agency IFSP/IEP meetings to be as effective as possible so that families learn by doing and feel comfortable with the process prior to their child entering the next educational environment.

Supplemental Services Linkage

Frequently, families need services beyond the scope of educational agencies. This can be a critical issue at transition time, especially when a service that has been available through the current agency will not be available in the next placement. Families need help in understanding this difference and in getting the help they need. Families are provided a directory of local supplemental services and assistance in accessing these services (ACCESS).

Program Visitation

It is helpful for families to visit the school that their child will likely attend prior to the placement meeting. Procedures should be negotiated between the homebased program, preschool program and public school program to make this as effective as possible for families and as minimally disruptive for the school as possible. Options include but are not limited to: (1) individual visitation, (2) group tour, and (3) open house, with a reception at the school by school staff and families.

Parent Observation Guidelines

This form has been designed to assist you in your observation of possible preschool placements. Mark each question as it relates to the specific component indicated.

Program Observed: _____ Date: _____

1. Do staff greet children as they arrive or depart?	YES	NO	N/A
2. Are nutritional snacks provided for the children?	YES	NO	N/A
3. Are child-sized furnishings available? (Feet on floor when seated.)	YES	NO	N/A
4. Are a variety of learning activities available for the children? (For example: art, dress up, books, kitchen/house play, science.)	YES	NO	N/A
5. Is the room clean, attractive and well-organized?	YES	NO	N/A
6. Are materials and activities developmentally appropriate and age-appropriate?	YES	NO	N/A
7. Is room provided for group activities?	YES	NO	N/A
8. Are children given the opportunities to explore and direct their own activities?	YES	NO	N/A
9. Are children well supervised?	YES	NO	N/A
10. Do adults interact with the children at the child's level?	YES	NO	N/A
11. Are children provided with space in which they can be alone?	YES	NO	N/A
12. Are children with disabilities integrated with children without disabilities?	YES	NO	N/A
13. Are modifications provided for children with disabilities for participation in activities?	YES	NO	N/A
14. Is behavior managed through redirective and positive means?	YES	NO	N/A
15. Are materials/toys/equipment accessible to children with and without disabilities?	YES	NO	N/A

Project STEPS, 1991

Family Transition Checklist

Items to Collect (to be passed on to preschool):

- ❑ Birth Certificate (certificate from the Office of Vital Statistics)
- ❑ Social Security card *(copy* for folder)
- ❑ Immunization records (must be current)
- ❑ Records from current programs
- ❑ Medicaid number and card copy (if applicable)
- ❑ Dates of your child's firsts - such as sitting up, talking, etc.

Things to Do....

- ❑ Sign a release of information for early intervention records to be given to the school district or other preschool program.
- ❑ Ask your service coordinator to schedule a transition conference well before your child's third birthday.
- ❑ Ask your service coordinator to invite current providers of services and representatives from potential preschool programs to be part of the transition conference.
- ❑ Develop a transition plan as a part of your Family Service Plan.
- ❑ Visit preschool programs in your community (public school, Head Start, private programs).
- ❑ Verify with your service coordinator that needed information concerning your child and records have been transferred to the local school district or other preschool program.
- ❑ Participate in all Individualized Education Program (IEP) planning meetings and contribute to the development of an IEP if your child is eligible.

Kentucky Early Childhood Transition Project (1996). A step by step family guide for transition into preschool. Frankfort, KY: Cabinet for Health Services and Kentucky Early Intervention System.

Module 3

Section 5 Handouts

Child Preparation Component

Entry Level Skills

OBJECTIVE - C1

Develop procedures for systematically identifying the skills children will need when they enter the next educational placement.

SPECIFIC STEPS AND ACTIVITIES

1. Use the skills/checklist identified in Objective S8 to assess the child's current skill development.
   a) Develop procedures for conducting the assessment in relation to who should be assessed (i.e., all children, children with specific disabilities) and when and how often the assessment should occur.
   b) Develop procedures for ensuring that other personnel and families are involved in the assessment process.
   c) Develop procedures for sharing information about skills with families and appropriate personnel in the current or next placement.

OBJECTIVE - C2

Develop methods for targeting skills and strategies for incorporating them into regular activities in the classroom or program.

SPECIFIC STEPS AND ACTIVITIES

1. Develop procedures and guidelines for targeting skills for intervention.
   a) Skills should be targeted based on programs not specific classrooms.
   b) Skills targeted for intervention should be limited to a manageable number.
2. Use the Instructional Strategies developed in Objective S9 to provide instruction.
   a) Develop guidelines and training for teachers and staff on appropriate use.
   b) Provide information to families on the philosophy and curricula to be used and how they can facilitate skill development at home.
3. Provide opportunities for program visitations by the class.

OBJECTIVE - C3

Develop procedures and methods for incorporating a transition plan into the IFSP/IEP or program plan for each child .

SPECIFIC STEPS AND ACTIVITIES

1. Develop procedures for targeting transition goals on the child's IFSP/IEP.
   a) Determine methods for selection of goals.
   b) Identify methods for merging transition goals with other goals for the child and family.

OBJECTIVE - C4

Develop and implement procedures for insuring follow-up on children making the transition.

SPECIFIC STEPS AND ACTIVITIES

1. Develop procedures for information to be included in a follow-up packet for the receiving program staff.
   a) Introductory letters
   b) Developmental and therapy summaries
   c) Post-test assessment results
   d) Information on learning styles, reinforcers
   e) Video-tapes of the "child in action"
2. Develop procedures for sharing information between staff.
3. Develop procedures for longitudinal follow-up of children making the transition.

Instructional Strategies Information Sheet

An Instructional Strategies Manual has been developed to correlate to the five (5) areas assessed on the Helpful Entry Level Skills Checklist - Revised Edition. The five areas assessed include:

1. Classroom Rules
2. Work Skills
3. Communication Skills
4. Social/Behavioral Skills
5. Self-Management Skills

The purpose of the manual is to provide teachers, particularly at the preschool level, with ideas for increasing the level of independence in young children as they prepare for the transition from preschool to primary school. The manual includes three sections which are described below.

Overview of Instructional Strategies

This section describes the basic components of teaching and principles of instruction applicable to preschool children with disabilities. It includes information on various teaching techniques, such as time delay, incidental teaching, prompting and phases of learning.

Instructional Strategies

This section includes ideas for the facilitation of each item on the checklist. It is color coded for easy reference. The ideas are intended to be easily included into already existing structures and routines of the preschool classroom. Recommendations for children with specific disabilities (i.e. visual disabilities) are included.

Appendix

This section includes titles and authors of games, books, kits and records included in the instructional strategies section. Instructions are provided on how to play the games. In addition, specific resources that help facilitate skill attainment are included.

Sample Follow-Up Packet

The following packet of information has been compiled for the child named below who has been served in our preschool program. This child has been enrolled in the public schools for the coming year. With this packet, we have not tried to duplicate the child's cumulative folder. (Please follow procedures in your district to review this folder.) Rather, we have tried to collect information which can help teachers, therapists and other program personnel in designing instructional and intervention strategies for the child. This should help to make the child's transition from preschool to public school as smooth as possible and to ensure program continuity for the child.

We would appreciate hearing from you at any time. If we stay in touch, it will:

Help the Child

We can give insights on approaches to working with the child that we have seen to be helpful.

Help Us

We like to know how our program graduates are doing. First, because of our obvious interest in the child, but also because feedback helps us think of ways that we can improve our program to better prepare our children for public school placement.

Help You

Our staff (teachers and therapists) can serve as a resource to you if any questions about the child's programming arise.

It is a pleasure to meet you through this indirect means. We would certainly welcome your visiting our agency to see the type of program that the child attended last year and to meet the staff who worked with the child.

We hope that this packet is helpful to you. If you need any more information, if you have any questions now or later or if you'd like to visit our program, please feel free to contact us.

Child's Name: _____

Contact Person: _____

Address: _____

_____

Phone: _____

Module 4

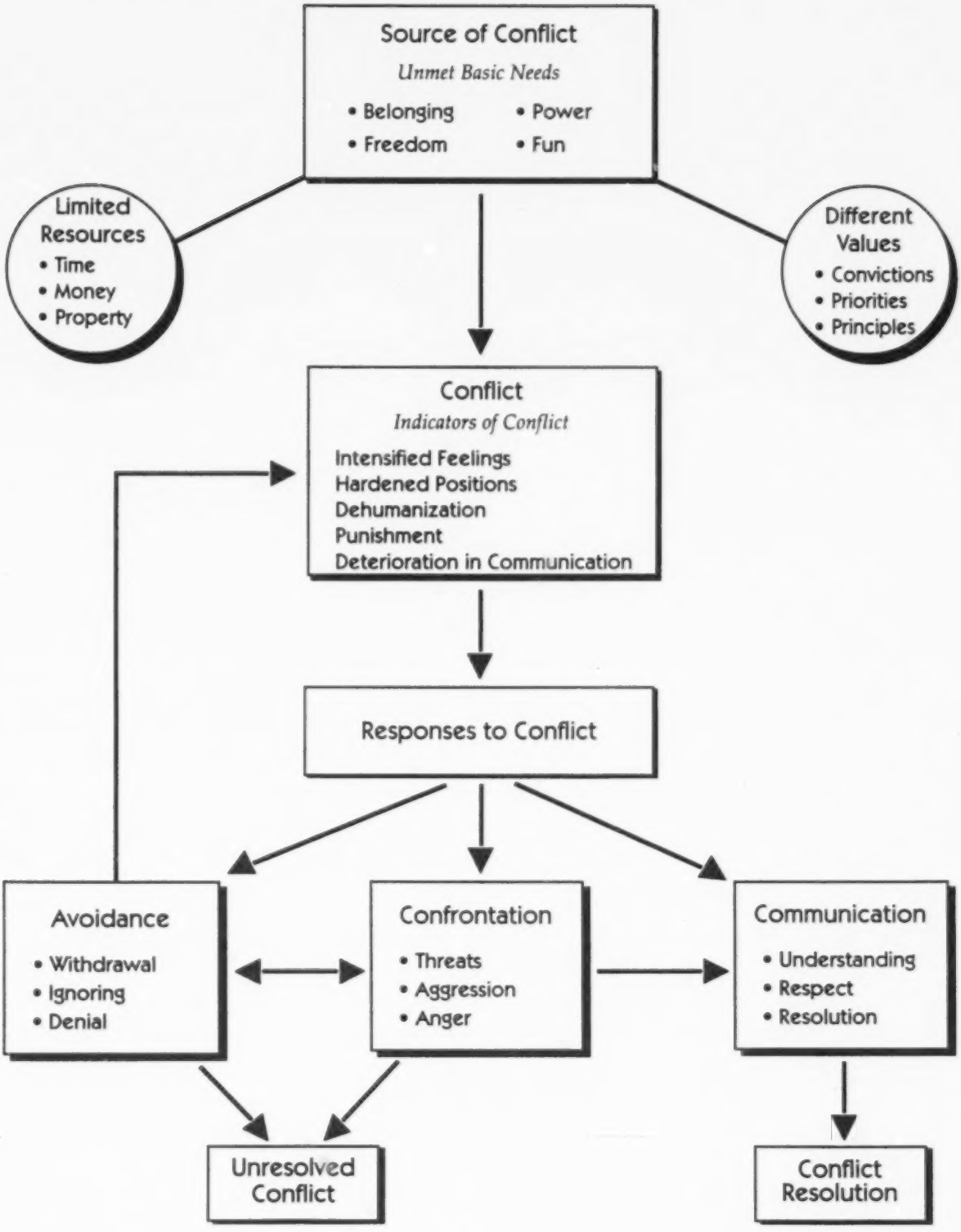
Handouts

The Planning Cycle

Transition system development planning is an ongoing process, not an event. The planning process should include the following steps.

1. *Assess Needs* - Planning should always begin with an assessment of the current status and processes.
2. *Identify Issues/Gather Information* - The identification of barriers or issues will guide the team towards action. Once issues have been identified, the team can work toward gathering the necessary information to address the issues.
3. *Set Priorities* - The team must prioritize the issues they will address. Taking on too much will only jeopardize the planning process.
4. *Analyze Issues/Problems* - The team must take time to critically analyze the issues identified in order to identify appropriate strategies or implementation.
5. *Identify Strategies* - Once there is a common understanding of the issues or problems, the team can begin to brainstorm strategies for addressing the issues.
6. *Develop Action Plan* - The team must develop a written action plan that outlines the steps that will be taken in order to implement the strategies identified.
7. *Implement Plan* - The team should implement the plan as designed.
8. *Evaluate Outcomes* - The team should evaluate the outcomes of implementing the strategies and make necessary adjustments and changes.

Conflict Diagram

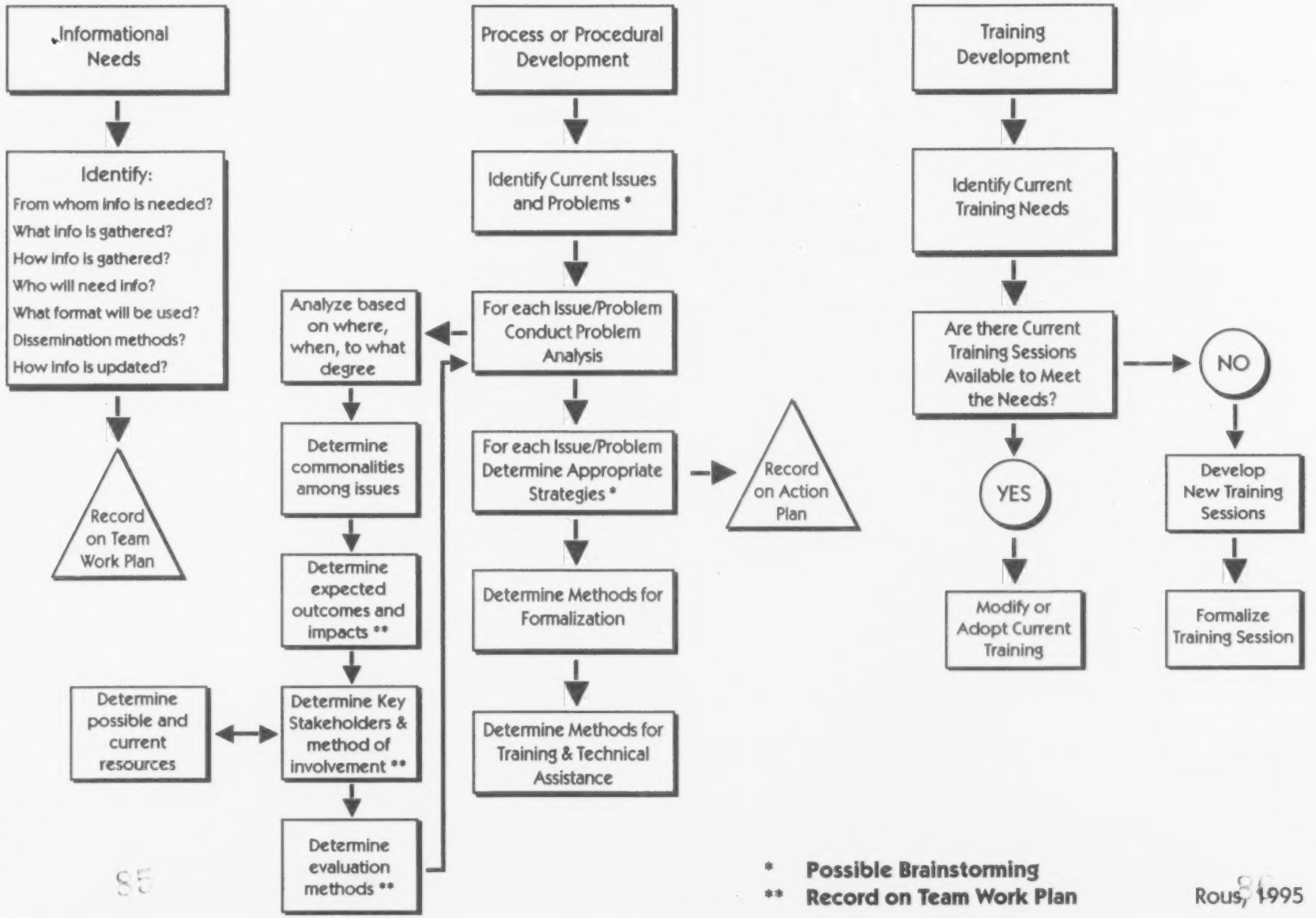


Guidelines for the Planning Process

Activity	Planning Process
Informational Needs: Agency roles Staff/family needs Current process	***Identify:*** From whom information is needed? What information is needed? How information is gathered? Who will need the information? What format will be used? Dissemination methods? How information is updated?
Process or procedure development: Referral Evaluation Placement Meetings Visitation Training	***Identify:*** Current Issues For each problem determine: Where the problem occurs? When is it an issue? To what degree is it a problem? Have changes in the problem occurred over time? ***Strategies:*** For each problem area identify: Current strategies that are working New strategies for addressing the problem ***Formalization:*** Determine how the strategies will be integrated into a process: Written policies Written procedures Interagency agreements Forms Technical Assistance Documents For each new process, determine methods for: Training and Technical Assistance

Activity	Planning Process
Training Development: Staff Family	***Identify:*** Current Needs Methods for identification Interview Survey Focus Group Administrative Decision ***Strategies:*** Current training opportunities Development of new training opportunities ***Formalization:*** Develop procedures for: One time training need Ongoing training need Orientation process need

Guidelines for the Planning Process


Informational Needs
Identify:
From whom info is needed?
What info is gathered?
How info is gathered?
Who will need info?
What format will be used?
Dissemination methods?
How info is updated?
Record on Team Work Plan
Process or Procedural Development
Identify Current Issues and Problems *
For each Issue/Problem Conduct Problem Analysis
For each Issue/Problem Determine Appropriate Strategies *
Record on Action Plan
Determine Methods for Formalization
Determine Methods for Training & Technical Assistance
Analyze based on where, when, to what degree
Determine commonalities among issues
Determine expected outcomes and impacts **
Determine Key Stakeholders & method of involvement **
Determine possible and current resources
Determine evaluation methods **
Training Development
Identify Current Training Needs
Are there Current Training Sessions Available to Meet the Needs?
YES
Modify or Adopt Current Training
NO
Develop New Training Sessions
Formalize Training Session
* Possible Brainstorming
** Record on Team Work Plan

Guidelines for Addressing Administrative Goals/Activities

Goal/Activity	Resource
1. ***Roles and responsibilities*** (Informational) a. Current agencies roles and responsibilities related to: i. Services provided 1. educational 2. therapeutic 3. social services/service coordination ii. Eligibility iii. Funding and fees iv. Ages served v. Program philosophy	Facilitation Packet p. 8-11 Local ICC Starter Kit Replication Manual p. 15-18
2. ***Single contact*** (Informational) a. Transitional services b. Informational services	Replication Manual p. 17
3. ***Timelines*** (Informational) a. Waiting lists b. Funding cycles c. 9 versus 12 month services	Replication Manual p. 20-21
4. ***Referral*** (Process) a. Policies and procedures i. Timelines ii. Forms iii. Roles & responsibilities	Facilitation Packet p. 36
5. ***Evaluation*** (Process) a. Policies and procedures i. Timelines ii. Forms iii. Roles & responsibilities	Facilitation Packet p. 44

Goal/Activity	Resource
6. ***Placement*** (Process) a. Policies and procedures i. Timelines ii. Forms iii. Roles & responsibilities	Facilitation Packet p. 58
7. ***Follow-up*** (Process) a. Policies and procedures i. Timelines ii. Forms iii. Roles & responsibilities	Facilitation Packet p. 62
8. ***Staff needs*** (Informational)	Facilitation Packet p. 66
9. ***Family needs*** (Informational)	

Identify roles and responsibilities of persons involved in the transition process within the community.

(Informational Goal)

What agencies do we need information from?	What information do we need to know about the agencies?	What current products or resources are available with the information needed?	How should we gather information needed?	What agencies and which staff within agencies will need this information once it is gathered?	What format will we use to present the information?	Once we have a format, how will we disseminate this information?	How and how often will we need to update the information?
Dyer Head Start	Service provided: educational, therapeutic, social services/service coordination, transportation, literacy, other	Head Start Directory	Determine accuracy of current information	Administrators, Direct Service Providers & all programs listed under Column 1	Three ring binder for agencies	To agencies at the Interagency Council meeting	Form for changes/updates available to agencies sent to contact person identified
Dyer Early Intervention Program	Eligibility requirements	Family Resource Center Directory	Written survey of agencies for missing or additional information needed	Families	Brochure for families	To families by direct service providers/ teachers	Updates during the summer of each year
Westphal Elementary Preschool Program	Funding and fee structure						
Dyer County Health Department	Ages Served						
Westphal Elementary Family Resource Center	Program Philosophy						
Dyer County Mental Health Center							

Current issues or barriers with the referral system

(Process Goal)

Unclear Timelines	Unclear About What Forms to Use	Unclear About Who is Suppose to Send Forms	Lack of Appropriate Information on Referral Forms	Lack of Acceptance of Referral Forms from Receiving Agency
WHERE • Between Head Start & Public School Primary • Between Early Intervention & Public School Preschool • Between Early Head Start & Public School Preschool	**WHERE** • Between Head Start & Public School Primary • Between Early Intervention & Public School Preschool • Between Early Head Start & Public School Preschool • Between Early Intervention & Child Care	**WHERE** • Between Head Start & Public School Primary • Between Early Intervention & Public School Preschool • Between Early Head Start & Public School Preschool	**WHERE** • From All Agencies into Public School Programs (Preschool and Primary)	**WHERE** • From All Agencies into Public School Programs (Preschool and Primary)
WHEN • During summer birthdays for three year olds • When both agencies are serving the child	**WHEN** All Referrals	**WHEN** All Referrals	**WHEN** All Referrals	**WHEN** All Referrals
TO WHAT EXTENT High Level	**TO WHAT EXTENT** Moderate	**TO WHAT EXTENT** Moderate	**TO WHAT EXTENT** Moderate	**TO WHAT EXTENT** Moderate
CHANGE OVER TIME Getting Worse	**CHANGE OVER TIME** Getting More Difficult as More Children Enter the System	**CHANGE OVER TIME** Getting More Difficult as More Children Enter the System	**CHANGE OVER TIME** Getting More Difficult as More Children Enter the System	**CHANGE OVER TIME** Getting More Difficult as More Children Enter the System

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Project STEPS
COMMUNITY TRANSITION TEAM WORK PLAN

COMMUNITY: Gallup/McKinley

DATE: November, 1995

TEAM MEMBERS:

1. Public School
2. Early Intervention
3. BIA
4. Growing and Beauty
5. Head Start
6. Social Services
7. Parent Representative
8. University

NEED STATEMENT Statement of problems to overcome (i.e. no state policy for which agencies agree in the area of evaluation).	**EXPECTED OUTCOMES** Products, events that will be in place in response to the problem.	**EXPECTED IMPACT** Change brought about as results of outcomes (usually at a local level, i.e. continuity of programs for families).	**STAKEHOLDERS/ METHOD OF INVOLVEMENT** (i.e. advisory panel, surveys, focus group interviews)	**TA RESOURCES** What resources can be tapped for assistance.	**EVALUATION** What methods will be used to evaluate outcomes.
No written procedure for IEP Meetings.	Written procedures	Kids are placed more effectively More consistency in IEP meetings More familiar process to staff and families Better attendance at meetings	Families - interview Staff - working committee Administrators - working committee advisory committee	Current regulations STEPS products State Team	Increase in attendance at meetings Increase in effective placements

Module 5

Handouts

Child Preparation Recommendations

Individual transition planning for each child in an early childhood program helps to facilitate the successful transition of the child and family from one program to another. Recommendations for preparing young children include:

Knowledge of Entry Level Skills

Teachers should have information and knowledge of skills needed by the child in the next environment. This should include scheduling (half-day to full day) and social, behavioral and functional skills that are expected by the receiving agency.

Assessment of Entry Level Skills

A systematic means for assessing entry level skills for the next environment should be included in the routine programming assessment conducted for each child. The focus of this assessment should be on social, behavioral and functional skills versus academic. Once target skills have been identified, they should be incorporated into the IFSP/IEP if appropriate.

Program Planning

Once areas of skill development have been determined, specific strategies for facilitation of skills should be incorporated into the classroom routine. Planning and program design should be developed for those children who will need specific teaching strategies to help facilitate skill development.

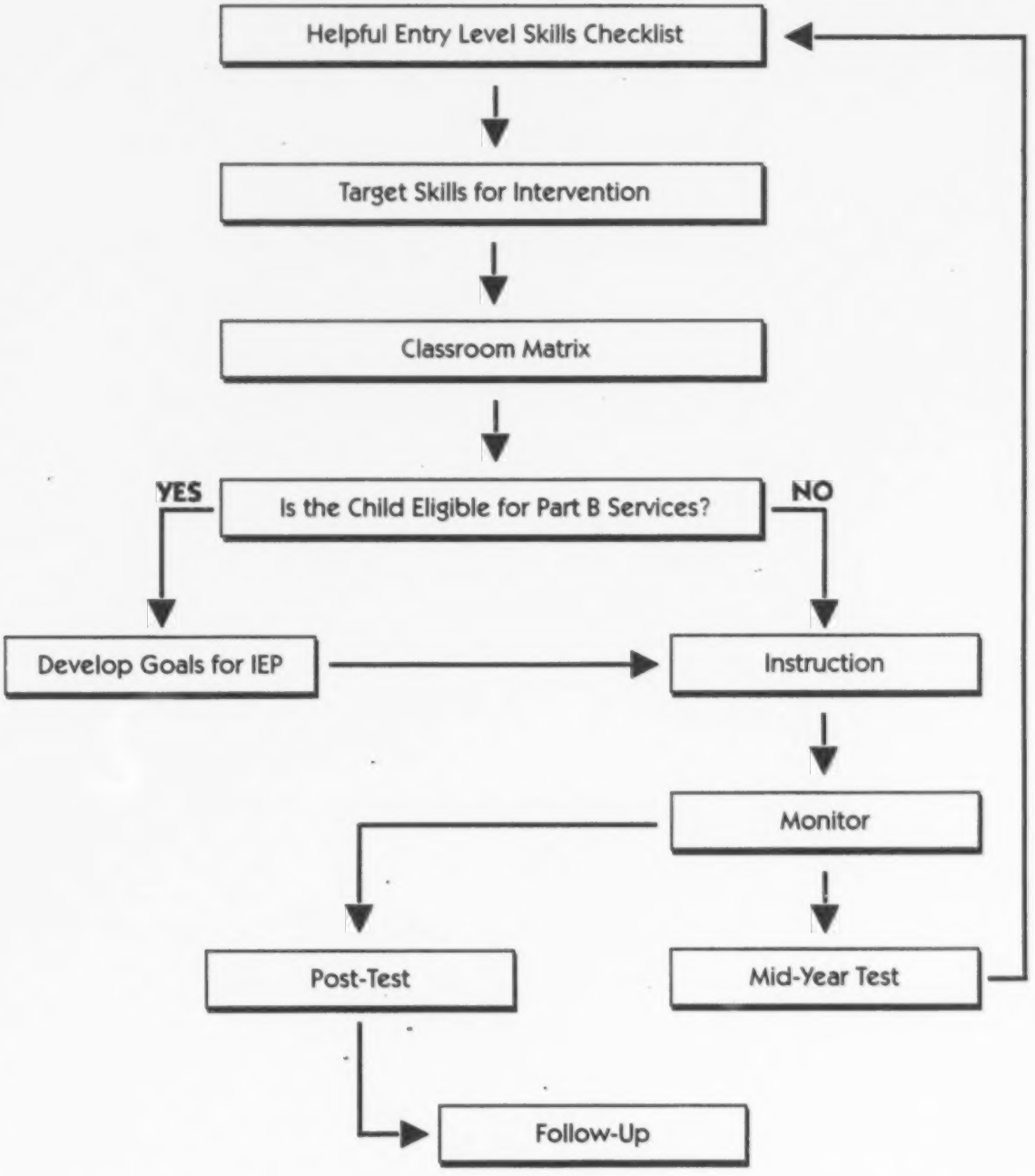
Evaluation and Monitoring

Specific procedures should be established for ongoing monitoring and evaluation of skills identified. This may include mid-year and post testing and weekly data collection of specific skills targeted for intervention.

Follow-up

Mechanisms for follow-up of children after transition should be developed to help insure program continuity.

Helpful Entry Level Skills
Child Preparation Activities



PROJECT STEPS

Sequenced Transition to Education in the Public Schools

USERS MANUAL FOR THE HELPFUL ENTRY LEVEL SKILLS CHECKLIST - REVISED

Human Development Institute
University of Kentucky

PURPOSE OF THE HELPFUL ENTRY LEVEL SKILLS

The *Helpful Entry Level Skills Checklist* was designed to assist preschool teachers in selecting functional skills that children may need in order to make a successful transition into the public schools. These skills, for the most part, deal with attending, compliance, ability to follow directions, turn taking, ability to follow classroom routines and rules and ability to function independently. The *Helpful Entry Level Skills* are defined as those survival skills, or social and behavioral skills, that are necessary for a child to function successfully in the next school environment. While the acquisition of these skills is NOT a requirement for placement in any public school program, it is hoped that the acquisition of these skills will help children in their adjustment in their next school environment and will facilitate their placement in the least restrictive environment possible.

The *Helpful Entry Level Skills Checklist* is not intended to take the place of the language, motor, cognitive and pre-academic skills currently being taught in the preschool. Nor, as previously stated, is the goal to insure that all children have these skills as prerequisites for specific program placement. Rather, the goal of the *Helpful Entry Level Skills Checklist* is to provide the child with the optimal number of skills possible.

Many of the skills listed in the *Helpful Entry Level Skills Checklist* are currently being addressed at the preschool level. However, a systematic way of determining the expectations of the local public school teachers has not been in place. On one hand, it is not possible to determine a specific set of functional skills appropriate for all preschool children entering the public schools, considering the individual strengths and weaknesses of the children and the various programs they will be entering. On the other hand, it is possible to determine some skills that are common and desirable for most children.

The *Helpful Entry Level Skills Checklist*, developed by Project STEPS, reflects the opinion of a sampling of Fayette County, Kentucky, teachers, both in special education and in regular education. These skills, with some modifications based upon the recommendations of preschool teachers, parents and professionals, are seen as the most critical for facilitating the child's success as he/she makes the transition from preschool to the pubic schools in the Lexington, Kentucky, area.

In summary, the *Helpful Entry Level Skills Checklist* offers a systematic way of recording and identifying specific functional skills for children going through the transition process. It is to be used as a guide for teaching young children skills that lead to independence, rather than as a prerequisite for entry into a public school program.

RATIONALE

Research (Vincent, Salisbury, Walter, Brown, & Gruenewald, 1980; Fowler, 1980; Hains, Fowler, Schwartz, Kottwitz, & Rosenkoetter, 1989; Zigler, 1985) shows that many children who experience failure in kindergarten or first grade have difficulty with the social/survival skill area rather than with the pre-academic areas. A two year study conducted by Vincent and Associates in Madison, Wisconsin, in the late 70's looked at teachers' perceptions of the strengths and weaknesses of children placed in their programs from preschool programs. The areas teachers were asked to critique included pre-academic, language, motor and social/survival skills. The greatest number of both strengths and weaknesses were in the social/survival skill area. These findings were consistent for both years of the study. The teachers were also asked to identify skills they thought children should have upon entering their class. Here again, the majority of the skills identified centered around the social/survival area rather than the pre-academic, language and motor skill areas.

Vincent (1980) also considered the placement of children with disabling conditions. It was found that when children consistently exhibited appropriate social/survival skills, their chances of being included with their peers increased. Vincent (1980) did not overlook the importance of the developmental skills area, but rather stressed the importance of these entry level skills being taught in conjunction with the normal curriculum used in the preschool. This study further indicated that this teaching process should be initiated several years before children enter the public schools. Since it is impossible and undesirable to predict a child's placement several years in advance, the teaching of these skills should be incorporated with all children who are enrolled in early childhood/special education programs. This study suggested that even the more severely disabled children

should be taught as many entry level skills as possible. If the data documents that a child has some of these skills, it may be possible to further document the appropriateness of integration with non-disabled children.

Vincent (1980) went on to suggest that the terminal objective from teaching entry level skills should be that children attain the level expected of regular kindergarten children in midyear. Hopefully, this will ensure the children will be able to function for several months without experiencing failure. Even for the more severely involved children who are unable to meet criteria, it might ensure that they would be placed in programs designed for the less disabled student.

ADMINISTERING THE HELPFUL ENTRY LEVEL SKILLS

Within 30 days of enrollment in a preschool program, each child should be pretested. During the first few weeks of enrollment in a program, the teacher should observe the child to determine the presence/absence of the stated skills. The instrument should be used as a checklist, not as a formal instrument for assessing skills.

The *Helpful Entry Level Skills Checklist*, which can be administered in approximately 5-10 minutes per child, is completed by using the following response guidelines:

Yes Column

X The skill is well established. The child performs the skill independently or with occasional prompts. In the yes column, the following may be used as prompt symbols:

- V The child can perform the skill when provided with verbal supports.
- M The child can perform the skill when provided with adult or peer modeling.
- P The child can perform the skill when provided with physical supports.

No Column

X The behavior has not been observed or is seen as a significant problem for the child.

I/E Column

- I The child exhibits inconsistent behavior.
- E The child shows signs of emergent skill development.

A "comment" section is provided for the teacher to indicate adaptations, concerns and/or reasons why the child might not exhibit this skill. For example, when assessing Communication Skill #2 (Communicated own needs/preferences), consider that a nonverbal child may be able to indicate his/her needs by signing or using an augmentative communication system. In this case, mark the skill "yes" and in the comment section indicate how the child communicates.

After administering the checklist, the teacher should identify those skills that are most likely to interfere with the child's successful transition. The skill number should be placed in the Target Skills section of the checklist for each of the five categories. These are the skills that should be taught during the school year. Stress should be placed on those skills that are most critical for the child. Many of the other skills will be incorporated into the preschool curriculum by way of incidental teaching.

The first page of the checklist contains identifying information about the child and the child's program. Space is also provided for target skills to be summarized from pre, mid and post tests. A summary sheet of all the skills included in the HELS-R Checklist is provided so that it can be attached to a copy of the first page and sent to families, other staff members and/or agencies working with the child.

During family conferences, share the checklist with parents. Discuss its purpose and importance. With the family, target skills as goals for the child's transition year and include them on the child's IFSP/IEP. When appropriate, give the family suggestions for facilitating the acquisition of these skills within the home environment.

MIDYEAR EVALUATION

The checklist provides an opportunity for the teacher to reassess the entry level skills at midyear. The checklist should be administered to determine the child's progress and to allow the teacher to update goals for the child.

POST-TEST EVALUATION

During the last month of school or when a child leaves a program, administer the post-test section of the *Helpful Entry Level Skills Checklist*. The same guidelines for administering the pretest should be followed. The form itself will reflect an achievement of the skill. Any discussion of a child's progress can be included in a final summary or as a narrative statement written by the teacher and attached to the checklist.

During the final parent conference, review the checklist along with other components of the child's IFSP/IEP. Give the parents a copy of the checklist and suggestions for fostering independence.

FOLLOW-UP

It is suggested that a copy of the *Helpful Entry Level Skills Checklist* be sent to the child's receiving teacher. This may be included in a follow-up packet prepared by the preschool. Educational summaries, therapy summaries, work samples, current evaluation results and other pertinent information may also be included. The child's parents may take the packet to the receiving teacher, or the preschool may send the packet through the school system.

REFERENCES

Fowler, S.A. (1980). Transition to public school. In K.K. Allen (Ed.), *Mainstreaming in early childhood education* (pp. 242-254). Albany, NY: Delmar Publications.

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Zigler, P. (1985). Saying good-bye to preschool. *Young children*, 41, 11-15.

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HELPFUL ENTRY LEVEL SKILLS - REVISED
SKILL SUMMARY PAGE

CLASSROOM RULES

1 Walks rather than runs indoors
2 Waits quietly in line
3 Sits or waits appropriately
4 Complies with simple directions provided to a group
5 Makes transition from one activity to another with minimal assistance
6 Uses appropriate behavior to get teacher (staff) attention when needed
7 Replaces material; cleans up own activity area
8 Stays in own space for activities
9 Stays with group outside classroom

WORK SKILLS

1 Refrains from disturbing the activity of others
2 Stops activity when given direction to "stop"
3 Works independently on developmentally appropriate material
4 Completes task when given developmentally appropriate material
5 Follows simple directions related to tasks
6 Engages in developmentally appropriate activities for 1-3-5-10-15 minutes
7 Waits until directions are completed to begin activities

COMMUNICATION SKILLS

1 Comes to adult when signaled
2 Communicates own needs and preferences
3 Answers questions about self, family, name, address, age, birthdate, parent's name
4 Attends to peer or adult who is talking to a group

SOCIAL/BEHAVIOR SKILLS

1 Responds positively to social recognition and reinforcement
2 Modifies behavior when provided with verbal direction
3 Follows school rules
4 Separates from parents and accepts school personnel
5 Interacts cooperatively with others
6 Respects others and their property
7 Expresses emotions and feelings appropriately
8 Exhibits self-control regarding aggressive behavior to self or others, i.e. hitting, biting, using obscene language
9 Defends self appropriately
10 Is willing to try new activities and skills
11 Waits and takes turns and shares
12 Uses imitative behavior appropriately

SELF MANAGEMENT SKILLS

1 Eats lunch or snack with minimal assistance
2 Is aware of/attends to appearance, i.e., keeps nose clean, adjusts clothing
3 Locates and uses restroom
4 Cares for bathroom needs
5 Puts on/takes off outer clothing with minimal assistance
6 Makes transition between classroom and transportation with minimal assistance
7 Seeks out adult if hurt or cannot handle social situations
8 Is aware of obvious dangers and avoids them
9 Locates own possessions and returns them to appropriate place

HELPFUL ENTRY LEVEL SKILLS CHECKLIST
REVISED EDITION

CHILD'S NAME: _____

PARENT'S NAME: _____

DATE OF BIRTH: _____

PROGRAM/CLASSROOM: _____

TEACHER: _____

TARGET SKILL NUMBERS

PRETEST DATE: _____

Classroom Rules	
Work Skills	
Communication Skills	
Social/Behavior Skills	
Self Management Skills	

MIDYEAR DATE: _____

Classroom Rules	
Work Skills	
Communication Skills	
Social/Behavior Skills	
Self Management Skills	

Sample
Do Not Copy
To Be Used for Certification Only

POST TEST DATE: _____

Classroom Rules	
Work Skills	
Communication Skills	
Social/Behavior Skills	
Self Management Skills	

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Project STEPS Helpful Entry Level Skills Checklist

CHILD'S NAME: _____

PERSON(S) COMPLETING FORM: _____

SKILL	PRETEST DATE:			MIDYEAR DATE:			POST TEST DATE:			COMMENTS
CLASSROOM RULES	**YES**	**NO**	**I/E**	**YES**	**NO**	**I/E**	**YES**	**NO**	**I/E**	
1 Walks rather than runs indoors										
2 Waits quietly in line										
3 Sits or waits appropriately										
4 Complies with simple directions provided to a group										
5 Makes transition from 1 activity to another; minimal assistance										
6 Uses appropriate behavior to get teacher attention when needed										
7 Replaces material; cleans up own activity area										
8 Stays in own space for activities										
9 Stays with group outside classroom										

Sample
Do Not Copy
To Be Used for Certification Only

Target Skill #(s) _____

WORK SKILLS	YES	NO	I/E	YES	NO	I/E	YES	NO	I/E	COMMENTS
1 Refrains from disturbing the activity of others										
2 Stops activity when given direction to "stop"										
3 Works independently on developmentally appropriate material										
4 Completes task when given develop. appropriate material										
5 Follows simple directions related to tasks										
6 Engages in develop. appropriate activities for 1-3-5-10-15 minutes										
7 Waits until directions are completed to begin activity										

Target Skill #(s) _____

KEY: V = Verbal Prompt/Guidance
M = Model Prompt/Guidance
P = Physical Prompt/Guidance
I/E = Inconsistent or Emergent

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CHILD'S NAME: _____

SKILL	PRETEST DATE:			MIDYEAR DATE:			POST TEST DATE:			COMMENTS
COMMUNICATION SKILLS	**YES**	**NO**	**I/E**	**YES**	**NO**	**I/E**	**YES**	**NO**	**I/E**	
1 Comes to adult when signaled										
2 Communicates own needs and preferences										
3 Answers questions about self, family, address, age, birthdate, parent's name										
4 Attends to peer or adult who is talking to a group										

Target Skill #(s) _____

SOCIAL/BEHAVIOR SKILLS	YES	NO	I/E	YES	NO	I/E	YES	NO	I/E	COMMENTS
1 Responds positively to social recognition and reinforcement										
2 Modifies behavior when provided with verbal direction										
3 Follows school rules										
4 Separates from parents and accepts school personnel										
5 Interacts cooperatively with others										
6 Respects others and their property										
7 Expresses emotions and feelings appropriately										
8 Exhibits self-control regarding aggressive behavior to self or others i.e. hitting, biting, language										
9 Defends self appropriately										
10 Is willing to try new activities and skills										
11 Waits and takes turns and shares										
12 Uses imitative behavior appropriately										

Sample
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Target Skill #(s) _____

KEY: V = Verbal Prompt/Guidance P = Physical Prompt/Guidance
M = Model Prompt/Guidance I/E = Inconsistent or Emergent

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CHILD'S NAME: _____

SKILL	PRETEST DATE:			MIDYEAR DATE:			POST TEST DATE:			COMMENTS
SELF MANAGEMENT SKILLS	**YES**	**NO**	**I/E**	**YES**	**NO**	**I/E**	**YES**	**NO**	**I/E**	
1 Eats lunch or snack with minimal assistance										
2 Is aware of/attends to appearance i.e. keeps nose clean, adjusts clothing										
3 Locates and uses restroom										
4 Cares for bathroom needs										
5 Puts on/takes off outer clothing with minimal assistance										
6 Makes transition between classroom and transportation with minimal assistance										
7 Seeks out adult if hurt or cannot handle social situations										
8 Is aware of obvious dangers and avoids them										
9 Locates own possessions and returns them to appropriate place										

Sample
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Target Skill #(s) _____

General Comments:

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KEY: **V** = Verbal Prompt/Guidance **P** = Physical Prompt/Guidance
M = Model Prompt/Guidance **I/E** = Inconsistent or Emergent

Project STEPS
Human Development Institute
126 Mineral Industries Building
University of Kentucky
Lexington, KY 40506-0051

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Transition Skills Classroom Matrix

Teacher: Beth Rous Program Year: 1991-92

Skill / Child's Name	Classroom Rules									Work Skills							Communication				Social/Behavioral												Self-Management								
	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	1	2	3	4	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9
Sam Byrd	✓			✓									✓				✓				✓						✓						✓						✓		
John Howe			✓										✓					✓			■													✓							
Sara Sky	✓									■		✓					✓																			✓					
Mike Tell					✓											✓		✓				✓											■						✓		

Comments:

General Directions:

Complete the matrix as target skills are identified for each child. As target skills are identified, the corresponding section on the matrix should be marked with an "✔." When the HELS-R Checklist is completed mid-year and end of year, the matrix can be updated by using a different color to mark new target skills. Mastered skills should be indicated by coloring the squares.

Key: ✔ = Targeted
■ = Mastered

Transition Skills Classroom Matrix

Teacher: _____ Program Year: _____

Skill	Classroom Rules									Work Skills							Communication				Social/Behavioral												Self-Management								
Child's Name	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	1	2	3	4	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9

Comments:

General Directions:

Complete the matrix as target skills are identified for each child. As target skills are identified, the corresponding section on the matrix should be marked with an "✔." When the HELS-R Checklist is completed mid-year and end of year, the matrix can be updated by using a different color to mark new target skills. Mastered skills should be indicated by coloring the squares.

Key: ✔ = Targeted
■ = Mastered

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Activity 1

Think of a child between the ages of three and six. Complete the HELS-R pretest section and matrix based on the child you have chosen. For purposes of this activity, you should target at least one skill in each of the five areas assessed.

Catalogue of Sample Transition Objectives
Classroom Rules

Skill 1

Given appropriate routines and activities, _____ will walk rather than run indoors at a(n) (independent, verbal, model, physical) prompt level at _____ % accuracy for _____ consecutive days.

Skill 2

Given appropriate routines and activities, _____ will wait quietly in line at a(n) (independent, verbal, model, physical) prompt level at _____ % accuracy for _____ consecutive days.

Skill 3

Given appropriate routines and activities, _____ will sit or wait appropriately at a(n) (independent, verbal, model, physical) prompt level at _____ % accuracy for _____ consecutive days.

Skill 4

Given appropriate routines and activities, _____ will comply with simple directions provided to a group at a(n) (independent, verbal, model, physical) prompt level at _____ % accuracy for _____ consecutive days.

Skill 5

Given appropriate routines and activities, _____ will make transition for one activity to another with minimal assistance at a(n) (independent, verbal, model, physical) prompt level at _____ % accuracy for _____ consecutive days.

Skill 6

Given appropriate routines and activities, _____ will use appropriate behaviors to get teacher (staff) attention when necessary at a(n) (independent, verbal, model, physical) prompt level at _____ % accuracy for _____ consecutive days.

Skill 7

Given appropriate routines and activities, _____ will replace materials, clean up own activity area at a(n) (independent, verbal, model, physical) prompt level at _____ % accuracy for _____ consecutive days.

Skill 8

Given appropriate routines and activities, _____ will stay in own space for activities at a(n) (independent, verbal, model, physical) prompt level at _____ % accuracy for _____ consecutive days.

Skill 9

Given appropriate routines and activities, _____ will stay with group outside classroom at a(n) (independent, verbal, model, physical) prompt level at _____ % accuracy for _____ consecutive days.

Facilitating the Development of Social/Behavioral Skills through Developmentally Appropriate Approaches

The following process can be used to facilitate the development of social, behavioral and functional skills once areas of need have been identified using the Helpful Entry Level Skills Checklist - Revised or other appropriate programmatic instruments. The process described builds on the natural routines and activities of the classroom or environment.

Step 1

Using the current classroom schedule, determine the number of naturally occurring opportunities children have to practice the desired skills. Special attention should be paid to opportunities in relation to: climate, child health and biological functions.

Step 2

Determine if the number of opportunities is sufficient for skill acquisition.

Step 3

If there are not sufficient opportunities, determine methods for increasing the number of opportunities provided through thematic units, learning center activities, room environment and classroom structure.

Step 4

Determine if, with "Step 3," there are sufficient opportunities for skill acquisition.

Step 5

If there are still not sufficient opportunities, determine methods for individualized instruction (i.e. one-to-one instruction, small group specific instructional strategies)

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Rous, B 1994

Sample Opportunities Determination Process

Skill: Puts on/takes off outer clothing
Considerations for Natural Routines: During cooler weather only

Natural Opportunities	Classroom Schedule	Created Opportunities
1	Arrival, Greetings	
	Free Play	
	Breakfast/Lunch (Bathroom Activities - before & after)	
	Circle Time	
	Learning Centers	Dramatic Play
	Small Group Activities	Instructional Time
2	Outside Time	
	Closing Circle	
3	Departure	

Skill: Complies with simple directions provided to a group
Considerations for Natural Routines: Developmental expectations
Additional Supports: Use of gestures, signals, transitional supports

Natural Opportunities	Classroom Schedule	Created Opportunities
1	Arrival, Greetings	
2	Free Play	
3	Breakfast/Lunch (Bathroom Activities - before & after)	
4	Circle Time	
5	Learning Centers	
6	Small Group Activities	
7	Outside Time	
8	Closing Circle	
9	Departure	

Rous, 1994

Instructional Strategies Information Sheet

An Instructional Strategies Manual has been developed to correlate to the five (5) areas assessed on the Helpful Entry Level Skills Checklist - Revised Edition. The five areas assessed include:

1. Classroom Rules
2. Work Skills
3. Communication Skills
4. Social/Behavioral Skills
5. Self-Management Skills

The purpose of the manual is to provide teachers, particularly at the preschool level, with ideas for increasing the level of independence in young children as they prepare for the transition from preschool to primary school. The manual includes three sections which are described below.

Overview of Instructional Strategies

This section describes the basic components of teaching and principles of instruction applicable to preschool children with disabilities. It includes information on various teaching techniques such as time delay, incidental teaching, prompting and phases of learning.

Instructional Strategies

This section includes ideas for the facilitation of each item on the checklist. It is color coded for easy reference. The ideas are intended to be easily included into already existing structures and routines of the preschool classroom. Recommendations for children with specific disabilities (i.e. visual disabilities) are included.

Appendix

This section includes titles and authors of games, books, kits and records included in the instructional strategies section. Instructions are provided on how to play the games. In addition, specific resources that help facilitate skill attainment are included.

Skill #1: Walks rather than runs indoors.

Strategies

Since compliance with any rule requires the student to ***comprehend*** or ***understand*** the ***language*** used to ***communicate*** the rule, the following strategies and adaptations are offered.

- During the *first* days of school children can use a knotted rope when moving between rooms or buildings.
- Discuss the reason for walking inside a building.
- Discuss where it is appropriate to run.
- Post a rebus drawing of the rule on wall chart.
- Use a compliment system - Each time a teacher or another adult comments on class walking, a compliment is posted in the classroom such as pumpkin on paper pumpkin patch. When filled, a "popcorn party" or other special event can happen.
- When leaving the room, children can match their feet to paper footsteps on the floor, numbers, letters, colored line, etc.
- During language or vocabulary units on opposites, include units on: fast vs. slow, verbs emphasizing run vs. walk and locations of inside vs. outside.

For children who have a hearing impairment or children who need visual cues or signs to help them comprehend the concepts of walk vs. run, fast vs. slow or inside vs. outside:

- Use gestures when teaching the concepts.
- Use pictures on a child's communication board to reinforce the concepts.
- Use sign language to help the whole class learn the concepts.
- Use "secret signals" to remind children with language processing difficulties to walk or slow down, etc. This decreases constant verbal corrections and negative feedback.

For children who are visually impaired:

- Work with an Orientation and Mobility specialist (O & M specialist) to teach student to trail walls and hallways.
- Assign a "buddy" to serve as a sighted guide for the visually impaired student. Get input from an O & M specialist.

- For children who learn better through the touch or movement modes:
  - Use playground equipment to experience fast vs. slow.
  - Consult Occupational Therapist/Physical Therapist (OT/PT) about activities to help such children experience and learn the concepts of fast vs. slow and walk vs. run.
  - Visually cue for nonverbal child giving sign for walk.

For children who respond best to musicality or rhythm in processing language and learning new material:

- Use rate of music to reinforce the concepts of fast vs. slow.

- Use rhythm band activities and imitation to reinforce the concepts of fast vs. slow.
- Use a different pitch of voice or rate of speech to coincide with the words fast vs. slow or walk vs. run when teaching and directing the children in these concepts.

- Point out examples of people who are walking/not walking at the mall, stores, etc.

Activities

- Role play with puppets or stuffed animals the logical consequences of NOT walking inside. For example, bumping into our friends and accidentally hurting them or ourselves.

- Games: "Simon Says"
  "Follow the Leader"
  "Mother, May I"
  "Direction Detection"

- Song: "Follow the Back in Front of You" - tune of "Mulberry Bush"

- Imitate types of walking like: "falling snow," "cat's paws," "velvet," "soldiers marching"

- Run a week's theme on such topics as "How we go" and "Where we go" and include language and vocabulary unites on opposites, which include fast vs. slow, verbs emphasizing run vs. walk and locations of inside vs. outside.

- Conduct safety units. Provide examples of when it is appropriate/not appropriate to exhibit given behaviors (i.e., *walk* inside the school bus, *run* on the playground).

- Using a metronome, or music, set at two different distinct speeds. Explain that one is an inside/walking speed and one is an outside/running speed. Then play the different speeds and have children walk/run to the speed. Remind them that when inside they always use the inside speed except for special occasions like PE.

Ideas

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Skill Identification Planning Form

Program/Classroom _____ Teacher _____

Child's Name _____ Date _____

Skill	Goal/Outcome	Strategies	Activities
	Expected Developmental Level:		
Natural Opportunities:	**Expected Outcomes:**		

Skill Identification Planning Form

Program/Classroom ECII **Teacher** Beth Rous

Child's Name Johnny Applebee **Date** April 14, 1992

Skill	Goal/Outcome	Strategies	Activities
Classroom Skill #1 Walks rather than runs indoors **Natural Opportunities:** In-class transitions Moving to bus, cafeteria, therapy, playground	**Expected Developmental Level:** **Age 3** Should not be expected without clear directions. **Expected Outcomes:** Walks rather than runs indoors with 80 percent accuracy with a verbal prompt.	During first days of school use a knotted rope when moving between rooms/buildings. When leaving the room, children match their feet to paper footsteps on floor. Use gestures, sings or "secret signals" to remind children to walk. Assign a "buddy" to serve as model.	Role play with puppets or animals the logical consequences of not walking. Games: Simon Says Follow the Leader Mother, May I Direction Detection Songs: "Follow the Back in Front of You" - Tune of Mulberry Bush Imitate types of walking like "falling snow" & "cat's paws." Conduct safety units.

Skill Identification Planning Form

Program/Classroom ECII **Teacher** Beth Rous

Child's Name Johnny Applebee **Date** April 14, 1992

Skill	Goal/Outcome	Strategies	Activities
Work Skill #2 Stops activity when given the direction to "stop" **Natural Opportunities:** In-class transitions Outside activities Center time	**Expected Developmental Level:** Age 4 The child should be able to follow direction "stop" without a physical prompt. **Expected Outcomes:** Stops activity when given the direction to "stop" with 80 percent accuracy with a verbal prompt.	Use signal, lights, or bells to cue the class to begin and end work. Develop a symbol shelf with a small object that relates to each activity of the day (e.g. flag - circle time; cassette tape - music). Signal the beginning and end of an activity by getting the object and putting the object back on the shelf or in a box.	Games: Red Light/Green Light Musical Chairs Busy Bee Head, Shoulder, Knees.. Records: The Freeze - We All Live Together Vol 2 The Pony "Stop and Go" - Look at My World Simulate an activity using "Indy 500."

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124

Skill Identification Planning Form

Program/Classroom ECII **Teacher** Beth Rous

Child's Name Johnny Applebee **Date** April 14, 1992

Skill	Goal/Outcome	Strategies	Activities
Communication Skill #4 Attends to peer or adult who is talking to a group **Natural Opportunities:** Circle time Large group activities	**Expected Developmental Level:** **Age 4** The child should be able to attend to peer or adult for short periods of time (5 to 10 minutes) with minimal distractions in the classroom. **Expected Outcomes:** Attends to peer or adult who is talking to a group with 70 percent accuracy with a physical prompt (i.e., touch shoulder to redirect).	Use pictures/objects to get child's attention on the speaker. Verbally reinforce children who are attending. Have share time during circle; let the child stand in the middle of the circle. Before beginning large group activities, use key words and phrases to alert the children to a speaker. Use concrete materials to describe abstract instructions.	Play hide and seek where the child finds using the sound of the voice. Have snack in small groups. Games: Treasure Hunt Look and Listen Record various people and have the children identify them by their voices.

Skill Identification Planning Form

Program/Classroom ECII **Teacher** Beth Rous

Child's Name Johnny Applebee **Date** April 14, 1992

Skill	Goal/Outcome	Strategies	Activities
Social Behavior Skill #5 Interacts cooperatively with others **Natural Opportunities:** Group activities Lunch/Snack time Center time Outside time	**Expected Developmental Level:** **Age 4** Children should be able to play simple games that involve cooperation. Competition may still be difficult for children at this age. **Expected Outcomes:** Interacts cooperatively with others with 80 percent accuracy with peer modeling and adult redirection.	Provide time for "sharing" during circle, story time, and free play. Provide appropriate role models of play partners. Have many duplicate items of favorite toys in the room.	Play a variation of musical chairs - use pairs of children, rather than individuals to share a chair. Play with floor size puzzles (i.e., "Twister Game") Record: Cowboy/Cowgirl Dance from Look at My World Song: Miss Mary Mack

Skill Identification Planning Form

Program/Classroom ECII **Teacher** Beth Rous

Child's Name Johnny Applebee **Date** April 14, 1992

Skill	Goal/Outcome	Strategies	Activities
Self Management Skill #7 Seeks out adult if hurt or cannot handle social situations **Natural Opportunities:** Free time Center time	**Expected Developmental Level:** **Age 3 & 4** Before expecting children to make appropriate decisions in social situations, role playing, modeling, and demonstration should be provided. Children should be actively involved in this process. Additionally, situations may have to be discussed as they arise. **Expected Outcomes:** Seeks out adult if hurt or cannot handle social situations with 90 percent accuracy with a verbal prompt.	Teach safety units, including community helpers, basic first aid, etc. Teach appropriate manual signs and verbalizations children need to gain attention. Teach children how and when to use 911. Role play situations in the class. Use puppets to portray situations.	Books: Feelings, What Do They Mean Harry and the Terrible Whatzi" I Was So Mad Sometimes I'm Afraid Sometimes I Like to Cry Activity: DUSO PEEK

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Using the Transition Documentation Form

The Transition Documentation Form was developed to assist teachers using the Helpful Entry Level Skills Checklist - Revised in documenting skill development. This is especially important for children who have skills identified through the assessment included on the IEP. Use of this form is based on the premise that skills can be probed on a weekly basis throughout the acquisition stage; then documented daily until criteria has been reached. It also allows for maintenance probes, once mastery has occurred.

To complete this form, the following steps should be taken.

1. Complete the information at the top of the form indicating the teacher's name, program year and child's name.

2. List the target skills that have been included as objectives on the IEP.

3. Probe weekly and document the performance level of the child for each skill targeted. These probes should be conducted across a variety of activities. It is also helpful to rotate staff members conducting probes on specific children on a weekly basis.

4. When the staff determines that mastery has been reached, documentation should occur as per the criteria set in the IEP (i.e. if the criteria is 80% for four consecutive days, data should be taken over four days).

Observational probes are completed by observing the child during the normal routines and activities of the classroom, and documenting the level at which the child was observed performing the skill targeted. For example, if the targeted skill is to be aware of and attend to appearance (i.e. adjust clothing), we could observe the child after he/she has gone to the bathroom to see if the skill had been performed independently. If it has, we would mark the appropriate square with a "+." If the skill was not performed, the square would be marked "—" or with the appropriate prompt level (V, M, P).

A sample completed form has been included.

Transition Skills Documentation Form

Teacher: Beth Rous Program Year: 1991-92 Child's Name: Clarke Kent

SKILL / DATE (Month/Day)	9/6	9/13	9/14	9/20	9/27	10/4	10/11	10/12	10/13	10/14	10/15	10/21	
CR4 Complies with simple directions	−	−	+	−	+	−		+				+	
WS1 Refrains from disturbing	+	−	+	+	V	+	4/5 +	5/5 +	4/5 +	5/5 +	5/5 +		
C2 Communicates own needs	−		+	−	+	−	−				+		
SB9 Defends self appropriately	V	V	V	V	V	+	−					V	
SM2 Attends to appearance	P		P	M	P	−	P					M	

Comments:

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Key: V = Verbal Prompt
M = Model Prompt
P = Physical Prompt

Transition Skills Documentation Form

Teacher:_____ Program Year:_____ Child's Name:_____

SKILL / DATE Month / Day													

Comments:

Key: V = Verbal Prompt
M = Model Prompt
P = Physical Prompt

Project STEPS, 1991

Activity 2

Briefly give a rationale for transition planning for children.

Briefly describe the HELS-R and tell why it is used.

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Sample Community Vision Statements

Weakley County, TN

The Weakley County STEPS Project will focus on developing a partnership between families and service providers that enhance the transition process for children with developmental disabilities. The Project will concentrate on providing a smooth transition for children between birth and 5 years of age who are entering an educational system. Through a cooperative effort, agencies will strive to serve as a transition resource and expand options to continually meet the changing needs of children and their families in West Tennessee.

Northern KY PIPC

Children and families in the Northern, KY area, ages birth through 5, will receive quality, seamless services provided by agencies throughout the area working together. Children and families are our focus.

Moore County, NC

To provide families and children a smooth transition from one program to another and assure appropriate follow-up and closure. The process will incorporate a collaborative effort among agencies and families.

Pike County, KY

Pike County will strive to provide a united effort among all agencies involved in early childhood services to be interlocked in the common goal of providing these services without disruption of any needed service.

Spalding County, GA

Through collaborative interagency efforts, a progressive, open door child find system will be implemented within a child oriented service model. Early awareness of available service strategies and a comprehensive tracking system reviewed consistently within the interagency will be ongoing.

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PROJECT STEPS BIBLIOGRAPHY

DEVELOPING A TRANSITION SYSTEM

SEQUENCED TRANSITION TO EDUCATION IN THE PUBLIC SCHOOLS: PROJECT STEPS REPLICATION MANUAL (REV. ED.)

Byrd, M.R., Stephens, P., Dyk, L., Perry, E. & Rous, B. (1991)

This manual describes the process involved in establishing a community wide system for transition of young children using the STEPS model. The manual includes an overview of transition and interagency collaboration and a description of how to develop and implement a transition system that addresses administration, staff involvement, family involvement and child preparation for transition.

ASSESSMENT OF CURRENT TRANSITION PRACTICES/TRANSITION SYSTEM DEVELOPMENT PLAN

Rous, B. (1997)

This form allows the interagency community team to assess the current status of their transition system and provides a mechanism for developing a plan of action for transition system development based on targeted activities, dates initiated and completed and persons responsible. The transition scope, community vision statement and agencies involved in the plan development are included. Areas covered include interagency structure development, administration, interagency councils, staff involvement, family involvement and child preparation.

FACILITATION PACKET FOR THE DEVELOPMENT OF A SYSTEM FOR THE TRANSITION OF YOUNG CHILDREN AND THEIR FAMILIES

Rous, B. & Stephens, P. (1992)

This packet provides information for state and communities in system development for transition of young children. Key areas addressed include child find, evaluation and assessment, eligibility, IFSP development, placement meetings and others.

LOCAL INTERAGENCY COUNCIL STARTER KIT

Stephens, P & Rous, B. (1991)

This document was designed to help local communities form a local interagency council. It includes general information on the purpose and background of local interagency councils in the state of Kentucky (called Preschool Interagency Planning Councils or PIPCs) and a kit that provides information on how to establish and maintain a council in your community.

DEVELOPING A COMMUNITY WIDE TRANSITION SYSTEM: SAMPLE PACKET

Mullins, B. & Rous, B. (1992)

Sample transition procedures and products from local communities. This product is available upon request.

FAMILIES

ACCESS: A Guide to Supplemental Services for Families of Young Children (rev. ed.)

Byrd, M.R., Templar, J., & Rous, B. (1991)

This generic guide provides information for families of young children on how to access supplemental services within the community in areas such as food, expenses, medical, recreation, respite, dental, etc.

Families and the Transition Process: Primary Style

A guide for helping families prepare for the transition to a primary program.

CHILD PREPARATION AND ADJUSTMENT

Helpful Entry Level Skills Checklist - Revised

Byrd, M.R. & Rous, B. (1991)

This programming assessment was designed to aid transition of children ages 3-6. An observational assessment, it addresses social, behavioral and functional skills in the areas of classroom rules, work skills, communication, self-management and social behavioral.

Helpful Entry Level Skills Checklist Users Manual - Revised

Byrd, M.R. & Rous, B. (1991)

This manual provides information and instructions for using the Helpful Entry Level Skills Checklist - Revised.

Instructional Strategies Manual for the Helpful Entry Level Skills Checklist - Revised (rev. ed.)

Byrd, M.R. & Rous, B. (1991)

This manual is used in conjunction with the Helpful Entry Level Skills Checklist - Revised. It gives samples of strategies and activities that can be used to facilitate the acquisition of skills assessed through the checklist.

Developmental Ages for Skills Included on the Helpful Entry Level Skills Checklist

Hemmeter, M.L. & Rous, B. (1992)

This manual was developed to be used in conjunction with the Helpful Entry Level Skills Checklist to help identify "typical" developmental levels or ages for each skill addressed on the checklist. The manual includes developmental ages from three to six.

Transition Goal Catalogue for the Helpful Entry Level Skills Checklist

Rous, B. (1991)

A catalogue of sample objectives for each skill identified on the Helpful Entry Level Skills Checklist - Revised.

Transition Skills Matrix

Rous, B. (1991)

Classroom matrix for use with the Helpful Entry Level Skills Checklist - Revised.

TRAINING

PROJECT STEPS TRAINING MANUAL (REV. ED.)

Rous, B. (1997)

This training packet provides overhead and handout masters needed to train communities on establishing community wide transition systems using the STEPS model. *Distribution is limited.*

UNIVERSITY PACKET

Rous, B. (1991)

This packet provides information that can be used by university personnel to address transition issues in early childhood. It includes a script and overhead and handout masters.

CONTACT INFORMATION

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